

Collaborative Literacy Sample Lessons, Grade 2

Helpful Lesson Features

Being a Reader, Second Edition

Whole-Class Lessons

Unit 2 Overview: Making Connections

Week 1 Overview and Lessons

- Reading Lessons (Days 1 & 2)
- Vocabulary Lesson (Day 2)
- Independent Work Lesson (Day 1)
- Word Study Lessons

Small-Group Reading Lessons Set 9

(Exploring Text Features and Wondering, *Golden Gate Bridge*)

Being a Writer, Third Edition **NEW!**

Unit 1 Overview: The Classroom Community

Week 4 Overview and Lessons

Day 1: Getting Ideas for Writing

Day 2: Writing Stories

Day 3: Adding Sensory Details

Day 4: Sharing as a Community

Day 5: Writing Complete Sentences

Helpful Lesson Features

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

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson purpose, structure, pedagogy, and approach.
- **Icons.** Icons are used in the Week at a Glance table, lessons, and Extension activities to alert you to when an activity has a certain focus or can be used for grading support, or to when students are working with partners.



This icon alerts you to content that is supportive of English learners.



This icon alerts you to activities that support reading-writing connections.



This icon alerts you to when students produce a written artifact that can be used as an additional data point to determine grades for reporting purposes.



This icon alerts you that an activity uses technology to extend instruction.



This icon indicates where in the lesson the students work in pairs and where cooperative structures, such as “Turn to Your Partner” and “Think, Pair, Share,” are used.

- **Lesson Objectives.** The “In this lesson, the students:” objectives at the beginning of each lesson set the context for the day’s instruction. They help the teacher understand the purpose of the instruction and what to emphasize during the lesson.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes are point-of-use scaffolds that teachers can implement as they teach the lessons. Notes suggest various strategies to support English learners with lesson content, ways to consider and honor the students’ backgrounds, and ways to provide home-language and visual support.

- **Word Study Connection and Vocabulary Connection notes.** These notes appear in the Vocabulary and Word Study strands and alert you to content that students have had previous exposure to or will have more experience with later in the program.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) to increase participation and encourage deeper conversations among your students. For a concise summary of the Facilitation Tips, see the "Teacher's Facilitation Bookmark" in your program materials.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We have selected vocabulary words based on how crucial they are to understanding the text and on the unlikelihood that students will be able to glean their meanings from the context. Definitions are provided and illustration support is noted when relevant.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your English learners.
- **"Students might say."** This feature gives you examples of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some of the ideas in the "Students might say" note, and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language that you can draw on when you introduce an activity, procedure, or cooperative structure or when you are asked to think aloud about lesson content such as vocabulary words, reading comprehension, or self-monitoring strategies.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text that might be generated by the class or by teacher modeling.
- **Assessment Notes.** These notes help you observe and assess the whole class, small groups, and individual students. Your observations can be used to inform instruction. (For more information, see the Assessments section in this handbook.)

Being a Reader™

SECOND EDITION

GRADE 2 Sample Lessons

UNIT 2 OVERVIEW

FOCUS ON MAKING CONNECTIONS

Fiction

During this four-week unit, the Reading, Vocabulary, Word Study, and Independent Work lessons continue. In Reading, the students are formally introduced to the strategy of making connections (text-to-self and text-to-text) by exploring character, a story's message, and the structure of folktales. The students begin Individualized Daily Reading (IDR), where they read independently, self-monitor for comprehension, share their reading, and confer with the teacher about their reading lives. In Vocabulary, the students review previously learned words and learn four new words from each week's text. They are introduced to shades of meaning, words with multiple meanings, compound words, the prefix *im-* (not), and antonyms. In Word Study, the students review spellings of long, complex, and *r*-controlled vowels. They also learn the procedure for guided spelling. In Independent Work, they learn procedures for independent work rotations and build stamina for working independently.

Socially, the students continue to learn how to work and participate responsibly in the classroom community and learn skills that will help them communicate with others. These skills help the students become independent thinkers and learners.



WEEK 1 OVERVIEW

WHOLE-CLASS INSTRUCTION

Reading12

The students listen to and discuss the story *Jamaica Tag-Along* and make text-to-self connections. They informally explore making inferences by thinking about and discussing characters' feelings. Individualized Daily Reading (IDR) starts this week. During IDR, the students read independently and share about the books they are reading with their partners and the class. They also learn a procedure for selecting "just-right" books, and practice choosing books on their own.

Vocabulary 28

The students learn four words about the story *Jamaica Tag-Along* and review previously learned words. They are introduced to the independent word-learning strategy of recognizing shades of meaning among adjectives that differ in intensity.

Word Study..... 44

The students review spellings of the long *i* sound and review the different sounds of the spelling *u_e*. They also read and sort words by the spellings *igh*, *y*, and *i_e* and then re-sort long *i* words by rhyme.

Independent Work, Setting the Foundation 53

This is the final week of the Independent Work lessons that set the foundation for independent work rotations. The students learn the procedures for moving to and working in three work areas around the room. We suggest you return to walking around the room to support the students, as they get accustomed to working in each work area. You can begin to stand aside again and provide less support toward the end of the week. Because the students are learning new procedures, they may work independently for shorter periods of time than they did last week. It is important that the students are able to successfully rotate to and work in all three work areas before you begin small-group reading instruction next week. The focus work habit of the week is *move to and work in the independent work areas*.

Social Development Focus in Whole-Class Instruction

Socially, the students continue to develop the skills of sharing and explaining their thinking and working responsibly. They also act considerately toward others, listen respectfully, and practice handling materials responsibly and sharing them fairly.

SMALL-GROUP READING PREPARATION

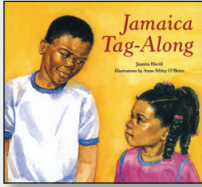
Small-Group Reading

Small-group reading instruction can begin next week (Unit 2, Week 2). Continue administering the placement assessments to prepare for the Small-Group Reading lessons. Once completed, you will need to analyze the assessment results and make placement considerations so that you may begin small-group reading instruction next week. If at the end of this week, you still have students to assess, you can use independent work time next week to complete the placement assessments. For more information, see “Placement Assessments” in the Assessment section of the *Implementation Handbook*.

WEEK 1 OVERVIEW

THIS WEEK'S TEXTS

Books



Jamaica Tag-Along



by Juanita Havill

illustrated by Anne Sibley O'Brien

When Jamaica's brother refuses to let her play basketball with him, she goes off on her own and makes a new friend.



WEEK AT A GLANCE: ACADEMIC FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING (FOUR WHOLE-CLASS LESSONS)				
DAY 1 (40 MIN.)	DAY 2 (40 MIN.)	DAY 3 (40 MIN.)	DAY 4 (20 MIN.)	
Read-Aloud <i>Jamaica Tag-Along</i> Focus <ul style="list-style-type: none"> Listen to and discuss a story Discuss characters' feelings Learn procedures for IDR Read independently Extension  Analyze the Illustrations in <i>Jamaica Tag-Along</i> *	Strategy Lesson <i>Jamaica Tag-Along</i> Focus <ul style="list-style-type: none"> Listen to and discuss a story again Make text-to-self connections Discuss characters' feelings Read independently Extension <ul style="list-style-type: none"> Explore Reading Dialogue in <i>Jamaica Tag-Along</i> 	Individualized Daily Reading Focus <ul style="list-style-type: none"> Learn a procedure for and practice choosing "just-right" books Read independently 	Individualized Daily Reading Focus <ul style="list-style-type: none"> Practice choosing "just-right" books Read independently 	
VOCABULARY (FOUR WHOLE-CLASS LESSONS)				
	ONGOING REVIEW (15 MIN)	DAY 1 (15 MIN.)	DAY 2 (15 MIN.)	DAY 3 (15 MIN.)
	Review Words Focus <ul style="list-style-type: none"> Review previously learned words 	Words <i>Eavesdrop</i> and <i>Accompany</i> <i>Jamaica Tag-Along</i> Focus <ul style="list-style-type: none"> Learn and use <i>eavesdrop</i> and <i>accompany</i> Extension  Introduce Spanish Cognates	Words <i>Recreation</i> and <i>Content</i> <i>Jamaica Tag-Along</i> Focus <ul style="list-style-type: none"> Review <i>eavesdrop</i> and <i>accompany</i> Learn and use <i>recreation</i> and <i>content</i> Discuss shades of meaning Extensions <ul style="list-style-type: none"> Review Shades of Meaning with <i>Content</i>, <i>Happy</i>, and <i>Ecstatic</i> Use the Vocabulary Words Throughout the Day 	Weekly Review Focus <ul style="list-style-type: none"> Review and practice using this week's words
WORD STUDY (THREE WHOLE-CLASS LESSONS)				
DAY 1 (20 MIN.)			DAY 2 (20 MIN.)	DAY 3 (20 MIN.)
Review Spellings of the Long <i>i</i> and Long <i>u</i> Sounds Focus <ul style="list-style-type: none"> Review spellings of the long <i>i</i> and long <i>u</i> sounds Read words with long <i>i</i> and long <i>u</i> spellings Discuss the spelling <i>u_e</i> as in <i>flute</i> 			Whole-Class Sort (Closed) Focus <ul style="list-style-type: none"> Read and sort words with long <i>i</i> spellings 	Whole-Class Sort (Closed) Focus <ul style="list-style-type: none"> Re-sort words with the long <i>i</i> sound Name word categories Learn about outliers Extension <ul style="list-style-type: none"> Whole-Class Re-Sort

(continues)

WEEK 1 OVERVIEW

WEEK AT A GLANCE: ACADEMIC FOCUS *(continued)*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
INDEPENDENT WORK (FIVE WHOLE-CLASS LESSONS)				
DAY 1 (60–65 MIN.)	DAY 2 (60–65 MIN.)	DAY 3 (60–65 MIN.)	DAY 4 (60–65 MIN.)	DAY 5 (60–65 MIN.)
Setting the Foundation Focus <ul style="list-style-type: none"> Learn procedures for working in all three work areas Build stamina Develop independent work habits 	Setting the Foundation Focus <ul style="list-style-type: none"> Learn procedures for rotating between work areas Build stamina Develop independent work habits 	Setting the Foundation Focus <ul style="list-style-type: none"> Rotate between two work areas Build stamina Review and discuss work habits Develop independent work habits 	Setting the Foundation Focus <ul style="list-style-type: none"> Rotate to all three work areas Build stamina Review and discuss work habits Develop independent work habits 	Setting the Foundation Focus <ul style="list-style-type: none"> Rotate to all three independent work areas Build stamina Develop independent work habits
TOTAL MINUTES: 120–125	TOTAL MINUTES: 115–120	TOTAL MINUTES: 115–120	TOTAL MINUTES: 115–120	TOTAL MINUTES: 95–100

* For information about the icons used throughout the program, see “Helpful Lesson Features” in the Program Overview section of the *Implementation Handbook*.

WEEK AT A GLANCE: SOCIAL FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SOCIAL DEVELOPMENT IN WHOLE-CLASS INSTRUCTION				
Focus <ul style="list-style-type: none"> Explain thinking 	Focus <ul style="list-style-type: none"> Act considerately toward others Explain thinking 	Focus <ul style="list-style-type: none"> Handle materials responsibly and share them fairly Explain thinking 	Focus <ul style="list-style-type: none"> Work responsibly Explain thinking Listen respectfully Share thinking 	Focus <ul style="list-style-type: none"> Explain thinking Listen respectfully Share thinking



PRE-TEACHING SUPPORT

The following activities can be used to scaffold the week’s instruction for students who might need additional support accessing texts and other lesson content prior to the whole-class lessons.

Jamaica Tag-Along

Build Background Knowledge

- Read the title of the book aloud and explain that *tag-along* is a word that people use to describe a person who wants to go along with or follow someone around. Show page 6 to the students and point out that Jamaica wants to go to the playground with her older brother, Ossie, but he doesn’t want her to “tag-along.” Tell the students that it is common for younger brothers or sisters in a family to be tag-alongs. Have a brief discussion by asking questions such as “Have you or someone you know been a tag-along?” or “What would you do if someone wanted to tag-along with you?”

(continues)

PRE-TEACHING SUPPORT *(continued)*

- Tell the students that in this story the characters play a game called basketball. Explain that like the game baseball, which they read about in *Girl Wonder*, basketball is another team sport that is popular in the United States. Invite the students to share what they know about basketball. If necessary, show a short video of kids playing basketball and point out the equipment and actions of the players (or show the illustration on page 14). For example, you might explain that basketball is a game in which the players on two teams try to get points by throwing a ball (called a basketball) into a hoop, or basket. Explain that when a player tries to get the ball into the hoop, we say that the player “took a shot.” Tell the students that the area where basketball is played is called a *court*. Basketball courts can be found in parks, playgrounds, and gyms.

Preview the Text

- Read the story aloud while showing and discussing the illustrations and clarifying the vocabulary that follows. When possible, briefly act out words, use gestures, or refer to the illustrations to provide support for word meanings.

shoot baskets: (idiom) play basketball (p. 4)

serious ball: (idiom) basketball the way adults play (p. 7)

at a distance: from far away (p. 8)

missed a shot: tried to throw the ball into the basketball hoop but didn’t make it (p. 10)

whirled: quickly spun around (p. 10)

rim: top edge of a basketball hoop (p. 10)

sandlot: area where kids can play in the sand (p. 15)

ditch: long, narrow hole in the ground (p. 20)

repair: fix (p. 23)

smoothed: made even; made without bumps (p. 25)

moat: water-filled ditch (p. 25)

Provide Language Support

- After previewing the text, prepare the students to participate in discussions about the book by providing them with opportunities to rehearse the language they will be asked to produce during the lessons. You might introduce and discuss the questions in the Day 1 and Day 2 Reading lessons and invite the students to answer the questions. Provide language prompts as needed.
- After previewing the text, invite the students to think of words to describe how Jamaica feels at different times during the story. If you created a “Feeling Words” chart (see “Pre-Teaching Support” in the Unit 1, Week 1 Overview), add any new words to the chart and include simple sketches when possible. Alternatively, write the words where everyone can see them.

WEEK 1 OVERVIEW

ACADEMIC VOCABULARY

The following academic vocabulary words are used during this week's lessons:

adjective: word that describes a noun—an adjective tells more about a person, animal, place, or thing (see the Vocabulary strand)

cognates: words in different languages that share the same root and have similar meanings and spellings (see the Vocabulary strand)

dialogue: conversation between characters in a book (see the Reading strand)

illustrations: pictures in a text (see the Reading strand)

noun: word that names a person, place, animal, or thing (see the Vocabulary strand)

verb: word that tells what someone or something does (see the Vocabulary strand)

WEEK 1 DO AHEAD

PREPARING FOR THE UNIT

- Decide how you will randomly assign partners to work together during the unit. For suggestions about assigning partners, see “Random Pairing,” “Considerations for Pairing ELLs,” and “Cooperative Structures” in the Program Overview section of the *Implementation Handbook*.
- Visit the Learning Portal (ccclearningportal.org) to access the digital resources for this unit. Before you begin teaching this unit, prepare your Unit 2 digital resources (see the instructions via the Learning Portal).
- Review this unit’s assessment and grading support found in the Assessments section of this manual.

PREPARING FOR THE WEEK

- Gather your digital resources for the week. Decide how you will display any projectable resources (P) and present any instructional media (IM) to your students. Make sure you have enough copies of any reproducible resources (R) for distribution to the students this week. (If you have not yet prepared your digital resources, see the instructions via the Learning Portal.)
- Locate “Class Assessment Record 4” (A). You will use it to document your observations and reflect on instruction throughout the week. You will review your recorded observations when completing this unit’s Student Progress Assessment.

PREPARING FOR READING

Before Day 1

- Collect several book bins (try to have one bin for every three to four students). Fill each bin with enough picture books for every student in the group to select 2–3 books to read during IDR (see Steps 5–7). Be sure to include fiction and nonfiction texts at a variety of levels. Determine where in your classroom you will place each bin (for example, at tables or in other locations around the room).
- Select a book to read and to model discussing during IDR (see Step 7).

Before Day 2

- Select a book to read and to model discussing during IDR (see Step 7).

Before Day 3

- Select three books to use when you model selecting a “just-right” book: one “too-easy” book, one “too-hard” book, and one “just-right” book. Be ready to describe the front and back covers of each book and explain why each book interests you (see Step 2). Also be ready to read a few pages aloud from each book, and then point out and count any unfamiliar words in passages. Place the books in one of the book bins you have prepared.
- Prepare a sheet of chart paper with the title “Choosing a ‘Just-Right’ Book,” and include the rest of the text in the diagram shown in Step 3.

WEEK 1 DO AHEAD

PREPARING FOR VOCABULARY

This Week's Words and Strategies

WORDS REVIEWED	WORDS TAUGHT	WORD-LEARNING STRATEGIES
glare guarantee hurl pester	<i>eavesdrop</i> * <i>accompany</i> <i>recreation</i> <i>content</i>	▪ Recognizing shades of meaning

* Concept words are italicized in word lists the week they are introduced. For more information about concept words, see “The Words” in the Program Overview section of the *Implementation Handbook*.

Before Ongoing Review

- Plan time during the week to do this week's Ongoing Review activity.
- Collect the following cards from the Word Cards deck and the Picture Cards deck: 1, 2, 3, and 4.

Before Day 1

- Collect cards 5 and 6 (*eavesdrop* and *accompany*) from the Word Cards deck and the Picture Cards deck to use during the lesson.
- (Optional) If you are projecting the prompts for your students to refer to during the lessons, locate and display “Prompts 2” (P).

Before Day 2

- Collect cards 7 and 8 (*recreation* and *content*) from the Word Cards deck and the Picture Cards deck to use during the lesson.

PREPARING FOR WORD STUDY

This Week's Words

DAY 1 PRACTICE WORDS		DAY 2 SORT WORDS*	
bite	rude	bike	kite
by	rule	bright	light
cube	shine	cry	like
cute	shy	drive	live
flight	sigh	dry	my
flute	sky	five	night
fry	thigh	fly	right
glide	tight	high	write
huge	try		
mice	tube		
might	tune		
mule	use		
prize			

* Words are also used in Day 3.

Before Day 1

- Locate “Word List 3” (P) and prepare to display it during the lesson.
- Locate “Word List 4” (P) and prepare to display it during the lesson.

Before Day 2

- Prepare the Day 2 sort words and place the words in four columns on the board using your chosen method.

Before Day 3

- If you did not keep the Day 2 sort posted, you will need to recreate it. If necessary, erase the Day 2 category names from the top of each column.

PREPARING FOR INDEPENDENT WORK

Before Day 1

- Set up a writing area in your room. Ideally this is a place where you can both store writing materials and have the students work. Post the “Writing Ideas” chart from Unit 1, Week 3 on the wall in or near the writing area. You might stock the writing area with different types of writing paper and fill a few bins with job-alike writing supplies by type (such as one bin each for pencils and erasers, markers, colored pencils).
- Set up a word work area in your room. Ideally this is a place where you can both store word work bins and have the students work. For more information about setting up and preparing materials for the independent work areas, see “Teaching the Independent Work Lessons” in the Program Overview section of the *Implementation Handbook*.
- Make signs with picture cues to help the students identify the writing, reading, and word work areas. You may place these signs at the work areas or post them during the lesson.
- Divide the class into three heterogeneous groups for independent work and create an “Independent Work Groups” chart that lists the students in each group. If you are using colors for group names, consider color-coding the chart and placing a colored dot sticker on each student’s toolbox.

INDEPENDENT WORK CONNECTIONS

For this week’s independent work rotations, we suggest integrating the following activities to reinforce previous instruction:

Word Work

- Have the students practice reading and sorting words from previous sorts.
- Have the students practice building words from previous “Build That Word” activities.

Writing

- Collect a copy of “Vocabulary Cards 1” (R) and post the cards in the writing area. Encourage the students to use the words in their writing.

Materials

- *Jamaica Tag-Along*
- Book bins, prepared ahead
- Book for modeling, selected ahead

Teacher Note

We recommend assigning new partners at the beginning of each unit and keeping partners together throughout the unit. This structure helps the students reflect on their interactions over time and learn to solve any problems that might arise.

ELL Note

If needed, **form strategic partnerships** by pairing students with a partner who has advanced English-language proficiency. The more proficient partner can serve as a language model throughout the unit.

IN THIS LESSON, THE STUDENTS:

- Listen to and discuss a story to build comprehension and develop an enjoyment of reading
- Discuss characters' feelings to informally explore making inferences
- Read independently to build motivation for and develop an enjoyment of reading
- Develop relationship and communication skills by explaining their thinking

ABOUT INDIVIDUALIZED DAILY READING IN SECOND GRADE

In Unit 1, the students were introduced to independent reading during the independent work rotations. During independent work time, the students read freely any book that interests them while you engage with small groups of readers. Today, the students are introduced to Individualized Daily Reading (IDR). As in independent reading, IDR focuses on continuing to build the students' stamina for reading independently and helping them develop a love for and curiosity about reading. However, IDR differs from the independent reading the students do during independent work rotations in several ways.

Like independent reading, the students will still select their own texts for IDR, but the texts they choose will be "just-right" texts, or texts that match their individual reading abilities and interests. IDR is also different from independent reading because you actively confer with individual students about their reading. Through conferring, you learn about your students as readers, help them select appropriate books, and assess and support their reading growth (Block and Pressley 2007; Serravallo and Goldberg 2007). Additionally, during IDR the students are asked to apply specific strategies or look for particular characteristics of genre as they read. After reading, they will have opportunities to discuss their texts with you, their partners, or the class. For English Language Learners, there are various factors to consider when helping them choose appropriate texts for IDR and when conferring with them about their texts. For more information, see "ELLs and IDR" in the Program Overview section of the *Implementation Handbook*.

If you have not already done so, we encourage you to establish a reading area (classroom library) where students have access to a wide range of texts at various levels. For more information about setting up a reading area, see "Planning Your Classroom Space" in the Program Overview section of the *Implementation Handbook*.

1 Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that partners will work together for the next several weeks. Tell them that today they will listen to you read a story aloud, and then they will talk in pairs and with the class about the story. Remind the students that it is important to listen carefully so that they can talk about the story afterward.

2 Introduce *Jamaica Tag-Along*

Show the cover of *Jamaica Tag-Along* and read the title and the names of the author and the illustrator aloud. Tell the students that this is a story about a girl named Jamaica and her brother, Ossie. Point to the word *Tag-Along* and explain that a *tag-along* is a person who wants to go along with or follow someone around.

3 Read the Story Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the below. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, “‘Jamaica followed at a distance on her bike’—*at a distance* means ‘from far away’—‘at a distance on her bike.’”).

Suggested Vocabulary

at a distance: from far away (p. 8)

whirled: quickly spun around (p. 10)

rim: top edge of a basketball hoop (p. 10)

ditch: long, narrow hole in the ground (p. 20)

repair: fix (p. 23)

smoothed: made even; made without bumps (p. 25)

moat: water-filled ditch (p. 25)



ELL Vocabulary

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

shoot baskets: (idiom) play basketball (p. 4)

serious ball: (idiom) basketball the way adults play (p. 7)

missed a shot: tried to throw the ball into the basketball hoop but didn’t make it (p. 10)

sandlot: area where kids can play in the sand (p. 15)

Stop after:

p. 15 “Jamaica walked slowly over to the sandlot.”

Use “Think, Pair, Share” to have partners first think about and then discuss:



Q *How is Jamaica feeling? Why do you think she is feeling that way?*
[pause] *Turn to your partner.*



Teacher Note

Use self-stick notes to mark stopping places in the book and to remind yourself of questions, instructions, or other information you want to convey to the students during the read-aloud.



ELL Note

You might **provide additional stops** after pages 7, 19, and 23 to support the students’ comprehension of the text. At each stop, discuss the reading by asking:

Q *What happened in the part of the story you just heard?*

Encourage the students to use the illustrations to support their thinking.

For more information, see “Support for English Language Learners” in the Program Overview section of the *Implementation Handbook*.



ELL Note

If you created a “**Feeling Words**” **chart**, encourage the students to refer to the chart for support when discussing the questions in this step. As the students share their thinking with the class, add any new words they share to the chart.

Teacher Note

The purpose of this discussion is to make sure the students have a surface-level understanding of the story. They need this foundation before they start to think about making text-to-self connections in the next lesson. If necessary, reread parts of the text to help clarify plot details.

ELL Note

You might observe the students' participation in the discussion and **provide prompts** as needed to boost their confidence in sharing their thinking (for example, "In this story, Jamaica . . .").

When most pairs have finished talking, signal for the students' attention. Have one or two volunteers share their thinking.

Reread the last sentence on page 15 and continue reading to the end of the story.

4 Discuss the Story

When you have finished reading, ask:



Q *What happens in this story? Turn to your partner.*

Signal for the students' attention and have one or two volunteers share what they discussed with the class. As the students talk about the story, probe their thinking by asking follow-up questions such as:

Q *Why does Jamaica want to go along and play basketball with her brother, Ossie? What part of the story tells you that?*

Q *Why doesn't Ossie want Jamaica to play basketball with him and his friends? Explain your thinking.*

Q *What happens at the end of the story?*

5 Introduce Individualized Daily Reading

Tell the students that beginning today, they will spend time at the end of many of the Reading lessons reading books they choose independently, or on their own. Explain that this time is called Individualized Daily Reading, or IDR.

Remind the students that they also have opportunities to read on their own during independent work time. Tell them that IDR is different because they will read books that are "just right" for them—not too easy and not too hard—and they will learn and practice strategies that will help them to better understand what they read. They will also talk about the books they are reading with you, their partners, and the class.

Explain that reading books every day and talking about them with others will help them grow as readers and will help them understand and enjoy what they read. State your expectations for how the students will work responsibly during IDR.

You might say:

"During IDR, it's important that everyone reads quietly for the entire time. It's also important that you stay seated and do not wander around the classroom. Reading quietly and staying seated helps the people around you concentrate so that they can spend more time reading."

Explain that during IDR some students might read quietly aloud to themselves (in a voice loud enough that they can hear themselves but not so loud that it disturbs others) or some students might read silently.

6 Select Books and Read Independently

Direct the students' quiet attention to the book bins, and tell them that today they will select books they are interested in reading during IDR from these bins. If necessary, review your expectations for how the students will select and then return the books to the book bins.

Group the students so that there are an equal number of students sharing each book bin. Have each group move to a table or other assigned location, and give the students a few minutes to select books from the bins. Circulate as they work and provide assistance as needed. When most of the students have selected a book, signal for their attention. Explain that they will now quietly read the books they have selected for a few minutes.

Have the students read quietly for 10–15 minutes. Signal to let the students know when it is time to stop reading.

7 Share and Discuss Books

Have the students bring their books and gather with partners sitting together, facing you. Explain that at the end of IDR, you will often ask the students to talk in pairs or as a class about what they read. Model showing a book to the class, and then briefly sharing the title, the name of the author, and what you enjoyed about it.

You might say:

"I read a book called *Girl Wonder* by Deborah Hopkinson. I enjoyed that the main character, Alta Weiss, was hardworking. Whether she was practicing or playing in a game, she always put in tremendous effort and never gave up."

Ask:



Q *What book did you read today? What did you enjoy about the book you read? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share the titles of their books, the authors' names, and what they enjoyed about their books. Tell the students that they will have many more opportunities to read books they enjoy during IDR and to discuss them with others. Have the students return their books to the appropriate bin.



Teacher Note

The students were introduced to a procedure for choosing books from bins during the Independent Work foundation-setting lessons in Unit 1, Week 1.



Teacher Note

During IDR, the goal is for the students to read for 20 minutes. The suggested reading time may be reduced in some instances to accommodate for additional instruction or the introduction of procedures.



Teacher Note

Alternatively, if students would like to keep their books to continue reading during IDR on Day 2, you might allow the students to keep their books in their desks or other easily accessible location.

EXTENSION

Analyze the Illustrations in *Jamaica Tag-Along*

Show the cover of *Jamaica Tag-Along* and remind the students that they listened to this story earlier. Tell the students that the *illustrations*, or pictures, in books can provide important information about the characters and the story. Tell the students that you will read *Jamaica Tag-Along* aloud again today. Explain that as you read, you would like the students to notice the illustrations and think about how they help readers better understand how the characters are feeling at different points in the story.

Read the story aloud, slowly and clearly. Stop after page 4 and ask the students to look closely at the illustrations on pages 4 and 5. Invite the students to act out or make the expression that is on Jamaica's face. Then have them do the same with the expression on Ossie's face. Ask and briefly discuss:

- Q** *How does Jamaica feel in this part of the story? How does Ossie feel? What do you see in the illustration that helps you know how each character feels?*

Students might say:

"I think Jamaica hopes that Ossie will let her go with him. In the picture she is looking up at him and smiling."

"I think Ossie feels bothered that Jamaica asked to go. He is not smiling, and he is looking down at her."

Reread the last sentence on page 4 and continue reading, stopping after page 15. Point out that the text tells us that Jamaica thinks it is not fair that Ossie will not let her play, and the illustration gives us more information about how she is feeling. Ask the students to look closely at the illustration on page 15; then ask:

- Q** *How does Jamaica feel in this part of the story? What do you see in the illustration that makes you think that?*

Have a few volunteers share their thinking with the class.

Students might say:

"In the picture she is walking toward the sandlot but is still looking at the boys. This helps me know that she is sad and probably wishes she could play."

"She is kind of looking down and is not smiling, which shows she is not happy."

Continue reading the story, stopping after page 25. Use “Think, Pair, Share” to have partners first think about and then discuss:

Q *Is Jamaica still sad in this part of the story? What do you see in the illustration that makes you think that?* [pause] *Turn to your partner.*

When most pairs have finished talking, signal for the students’ attention. Have one or two volunteers share their ideas with the class. Then reread the last sentence on page 25 and continue reading to the end of the story.

Encourage the students to look at the illustrations in the books they read and to think about how the illustrations help them better understand what they read.

DAY 2: Strategy Lesson

IN THIS LESSON, THE STUDENTS:

- Listen to and discuss a story again to build comprehension
- Make text-to-self connections to relate the story to their own lives
- Discuss characters’ feelings to informally explore making inferences
- Read independently to build motivation for and develop an enjoyment of reading
- Build social awareness and empathy by acting considerately toward others

ABOUT MAKING CONNECTIONS

One of the ways that young students naturally understand and engage with text is by making personal, or text-to-self, connections between the text they are reading and their own lives (Keene and Zimmerman 2007). In grade 2 of the *Being a Reader* program, the students make text-to-self connections to the plot or characters in a story. As they continue to listen to stories, the students begin to see similarities and make connections between stories or themes (text-to-text connections) and the world around them (text-to-world connections). Through reading and talking, they accumulate experiences and background knowledge that help them understand stories and language. For more information, see “Whole-Class Reading” in the Program Overview section of the *Implementation Handbook*.

ABOUT STRATEGY LESSONS

Strategy lessons introduce the students to a comprehension skill or strategy. Typically, you will reread (all or part of) the read-aloud text that was introduced in a previous lesson and ask questions that help your students move beyond the text’s surface meaning to a deeper exploration of it. Carefully structured activities help you guide the students to use the strategy or skill to develop their understanding of the text before you explicitly label it.

Materials

- *Jamaica Tag-Along*
- Book bins
- Book for modeling, selected ahead

Teacher Note

Initially, young students may make connections to literal details, such as, “I like to play basketball like Ossie and Jamaica.” Over time, they become more able to connect their personal experiences to important ideas in a story (for example, recalling a time when they were excluded from an activity is a connection that helps them understand an important idea in *Jamaica Tag-Along*).

Teacher Note

Allow sufficient time for the students to initiate the discussion. If the students have difficulty making connections, you might stimulate their thinking by identifying a part of the story that reminds you of a situation in your own life. You might also ask questions such as:

- Q *Have you ever felt left out of an activity you wanted to join? How did you feel?*
- Q *What did you do when you couldn't join?*

ELL Note

If you created a “**Feeling Words**” chart, encourage the students to refer to the chart for support when discussing these probing questions. As the students share their thinking with the class, add any new words they share to the chart.

Also, observe student participation and **provide a prompt** as needed (for example, “One way this story reminds me of my own life is . . .”).

1 Introduce Making Connections

Gather the class with partners sitting together, facing you. Show the cover of *Jamaica Tag-Along* and remind the students that in the previous lesson they listened to this story and discussed it.

Tell the students that one thing readers do is think about how stories they are reading remind them of their own lives—of things that have happened to them, things they have done, or people they know. Explain that when you think about how a story reminds you of your own life, you are making a connection to the story. Making connections to stories helps us understand and enjoy them.

2 Read *Jamaica Tag-Along* Aloud

Tell the students that today you will reread *Jamaica Tag-Along* without stopping. Explain that as they listen, you would like them to think about how the story reminds them of their own lives. Read the story aloud slowly and clearly, showing the illustrations.

3 Make Text-to-Self Connections

Use “Think, Pair, Share” to have partners first think about and then discuss:



Q *How does what happens in Jamaica Tag-Along remind you of your own life? [pause] Turn to your partner.*

Circulate and listen as the students discuss the question.

After a few moments, signal for the students' attention. Ask:

Q *Which part of the story reminds you of your own life?*

Have a few volunteers share their thinking with the class. As the students share, probe their thinking with questions such as:

Q *How did you feel?*


Q *How do you think [Jamaica/Ossie/Berto] feels? Why do you think [she/he] feels that way?*

4 Make Connections to the Classroom Community


Remind the students that they have been working on creating a caring classroom community. Ask the students to listen carefully as you reread the following excerpts from *Jamaica Tag-Along* aloud:

- p. 20** “‘Berto,’ the woman pushing the stroller said, ‘leave this girl alone. Big kids don’t like to be bothered by little kids.’”
- p. 23** “‘That’s what my brother always says,’ Jamaica said. She started to repair the castle. Then she thought, but I don’t like my brother to say that. It hurts my feelings.”

Ask:

-  **Q** *What can we learn about how to treat other people from this part of the story? Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share their thinking with the class. Then ask:

-  **Q** *How can we use what we learned from this story in our classroom community? Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share their thinking with the class.

Students might say:

“If I know that something would hurt my feelings, then I won’t do it to others.”

“I don’t like it when people don’t want me to play with them, so I’ll make sure to include people when they want to play.”

Explain that the students will think about making text-to-self connections with more stories in the coming weeks.

5 Review the Procedure for IDR

Remind the students that in the last lesson, they started IDR. Review that IDR occurs at the end of many of the Reading lessons and is a time when each student reads a book they enjoy on their own and then discusses that book with others. Remind the students that reading books they enjoy and talking about them with others will help them grow as readers and will help them understand and enjoy what they read. If necessary, remind the students of your expectations for how they will work responsibly during IDR.

Facilitation Tip

In Unit 1, you encouraged the students to turn and look at the speaker, not just you, during class discussions. Continue to prompt the students to turn and look at the person who is about to speak. Scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind the students of your expectations.

Teacher Note

As the year progresses, you will notice that you have several students who are always eager to volunteer and share their thinking, while others tend to shy away from sharing. In an inclusive classroom, all students’ voices need to be heard and acknowledged. To ensure that all students are invited to participate in discussions, create a class list and keep a tally of the students who share their thinking over the course of the week. If you notice certain students are getting more “airtime” than others, make a plan to call on other students.



Teacher Note

If the students kept their books from Day 1, have them get their IDR books and then read quietly.



ELL Note

You might **provide the prompts** “I read a book called _____ by _____” and “I enjoyed . . .” and write the prompts where everyone can see them.



Teacher Note

Students will need their *Student Response Books* for this activity.

6 Select Books and Read Independently

Direct the students’ attention to the book bins and tell them that today they will continue to select books they are interested in reading from these bins. Group the students and then have each group move to a table or another assigned location. Once most of the students have selected a book, signal for their attention. Explain that they will now quietly read the books they have selected. Have the students read quietly for up to 20 minutes. Signal to let the students know when it is time to stop reading.

7 Share and Discuss Books

Have the students bring their books and gather with partners sitting together, facing you. Remind the students that at the end of IDR, you will often ask them to talk in pairs or as a class about what they read. Model briefly sharing the title and the name of the author of the book you are reading and what you enjoyed about it.

You might say:

“Today I read a book called *Dragon Masters: Rise of the Earth Dragon* by Tracey West. It’s about a boy named Drake who is chosen to take care of a dragon named Worm. I enjoyed this book because I really like dragons, and this dragon, Worm, has special powers that Drake is helping him discover.”

Ask and briefly discuss:



Q *What book did you read today? What did you enjoy about the book you read? Turn to your partner.*

After a few moments, signal for the students’ attention and have a few volunteers share the titles and names of the authors of their books, and what they enjoyed about their books. Tell the students that in the next lesson during IDR, they will learn a procedure for choosing “just-right” books. Have the students return their books to the appropriate bins.

EXTENSION

Explore Reading Dialogue in *Jamaica Tag-Along*

Explain that when characters speak in a story, it is called *dialogue*. Tell the students that sometimes after reading dialogue in a story, they may realize how a character feels, and that can change the way they read the dialogue. Have the students open their *Student Response Books* to page 2, “Dialogue in *Jamaica Tag-Along*.” Explain that this is the dialogue from

VOCABULARY

WEEK 1 • DAY 2

Teacher Note

You might stimulate their thinking by asking questions such as:

Q *What are the English and Spanish words for an animal that has a long neck and spots? (giraffe, jirafa) For someone who creates art? (artist, artista)*

You might create a chart of cognates titled "English and Spanish Cognates." Begin by writing the cognates the students discussed on the chart. Save the chart to use throughout the year.

If necessary, explain that *offer* means the same thing as *ofrecer* (to try to give something to someone that they can either take or not). Tell the students that *offer* and *ofrecer* are cognates because they are Spanish and English words that have the same or almost the same meanings and spellings. Ask and briefly discuss:

Q *How can knowing the meaning of the Spanish word *ofrecer* help you understand the meaning of the English word *offer*?*

You might invite the students to think of other cognates. Write the cognates they suggest on the board and discuss them.

Encourage the students to continue thinking about cognates when they talk to one another and read.

DAY 2: Words Recreation and Content

Materials

- *Jamaica Tag-Along*
- Pocket chart from Day 1
- Word cards 7, 8
- Picture cards 7, 8

IN THIS LESSON, THE STUDENTS:

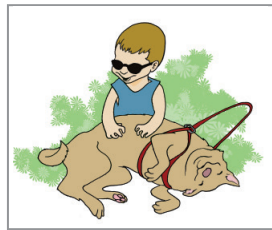
- Review the words *eavesdrop* and *accompany* from Day 1
- Learn and use the words *recreation* and *content*
- Discuss shades of meaning
- Build their speaking and listening skills
- Develop relationship and communication skills by explaining their thinking

Words Taught



recreation

Recreation (n.) means "something a person does for fun."



content

Content (adj.) means "pretty happy with what is happening or what you are doing."

ABOUT RECOGNIZING SHADES OF MEANING

This week the students begin an exploration of shades of meaning that continues throughout the program. In today's lesson, they are introduced to recognizing shades

of meaning among adjectives that differ in intensity through a discussion of the words *content* and *happy*. In later lessons, they discuss shades of meaning among other adjectives that differ in intensity and among verbs that differ in manner (for example, *murmur* and *talk*). Recognizing differences among words with similar meanings helps the students remember the words and enables them to use more precise and interesting words in conversation and in their writing (Greenwood and Flanigan 2007). For a complete table of the words with shades of meaning that are discussed in the Vocabulary lessons, see “Grade 2 Independent Word-Learning Strategies” in the Planning Resources section of the *Implementation Handbook*.

1 Briefly Review *Eavesdrop* and *Accompany*

Gather the class with partners sitting together, facing you. Show the cover of *Jamaica Tag-Along* and review that last time the students learned two words about the story. Direct the students’ attention to the words in the pocket chart. Point to the word *eavesdrop*, pronounce the word, and have the students say it. Discuss as a class:

Q *What do you remember about the word eavesdrop?*

Have a few volunteers share their thinking with the class. Remind them to use the word *eavesdrop* as they share. Review the word *accompany* using the same procedure.

Tell the students that today they will learn two more words about the story *Jamaica Tag-Along*.

2 Introduce and Define *Recreation*

Show pages 8–9 of *Jamaica Tag-Along* and review that Jamaica’s brother Ossie plays basketball with his friends. Tell the students that *recreation* is the first word they will learn today, and explain that *recreation* is “something a person does for fun.” For recreation, or fun, Ossie and some friends play basketball, and Jamaica wants to play with them. Point out that the word *recreation* is a *noun*, or a word that names a person, place, animal, or thing. Explain that the noun *recreation* names what Ossie and his friends do when they play basketball.

Tell the students some things you do for recreation.

You might say:

“For recreation I like to go swimming. I also like to read, dance, and play games. I have fun doing these things for recreation, and they relax me.”



Teacher Note

Even when primary students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question “What does the word *eavesdrop* mean?” Instead, we ask them what they remember about the word, giving them an opportunity to show their understanding of the word’s meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or defining the word).



Teacher Note

Frequently repeating a word as you introduce it reinforces its pronunciation and meaning.

Teacher Note

If the students struggle to answer the question, support them by asking questions that focus on specific activities. (For example, ask “Do you play at the playground for recreation? Do you listen to music for recreation? Do you play soccer for recreation?”) Then ask the question again.

Ask:



Q *What do you do for recreation? Turn to your partner.*

Have partners use the prompt to take turns answering the question.

PROMPT: “For recreation, I [ride my bike].”

When most pairs have finished talking, signal for their attention and have one or two volunteers use the prompt to share their thinking with the class.

Show picture card 7 and explain that it shows a child painting a picture for recreation, or fun. Show word card 7 and have the students say *recreation*. Then place the word card and picture card in the pocket chart.

3 Play “Recreation or Not Recreation?”

Tell the students that partners will play a game called “Recreation or Not Recreation?” Explain that you will describe an activity, and partners will discuss whether the activity is recreation or not recreation and why they think so. Read the following activity aloud:

- Washing dishes

Ask:



Q *Is [washing dishes] recreation or not recreation? Why? Turn to your partner.*

Have partners use the prompt to take turns answering the question.

PROMPT: “[Washing dishes] [is/is not] recreation because . . .”

When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following activities:

- Drawing
- Taking out the garbage

Point to the word *recreation* in the pocket chart and ask:

Q *What’s the new word we are learning that means “something a person does for fun”?*

4 Introduce and Define *Content* and Discuss Shades of Meaning

Read pages 26–30 of *Jamaica Tag-Along* aloud. Point out that at the end of the story, Jamaica seems pretty happy—she is content. Tell the students that *content* is the other word they will learn today, and

explain that *content* means “pretty happy with what is happening or what you are doing.” Point out that *content* means about the same thing as *happy*—with this important difference: If you feel content, you feel pretty happy, but not very happy. You would not jump for joy, or jump up and down with excitement, if you felt content.

Discuss as a class:

Q *Why do you think Jamaica feels content, or pretty happy with what has happened?*

Have a few volunteers use the prompt to share their thinking with the class.

PROMPT: “I think Jamaica feels content because . . .”

If necessary, explain that Jamaica feels content because she, Berto, and Ossie are all playing happily together. Explain that the word *content* is an *adjective*, or a word that describes a noun. Point out that an adjective tells more about a person, animal, place, or thing and that the adjective *content* tells how Jamaica feels at the end of the story.

Show picture card 8, point out that it shows a child rubbing his dog’s belly and that both the child and the dog are content. They are happy with what is happening. Show word card 8 and have the students say *content*. Then place the word card and picture card in the pocket chart.

5 Discuss Feeling Content

Explain that people feel content when they are doing things they enjoy, and give a few examples of when you feel content.

You might say:

“I feel content when I’m sitting in my favorite chair at home, relaxing and reading a good book. I also feel content when I’ve worked hard and finished all my work or when I’ve written a story that I like.”

Ask:

 **Q** *What makes you feel content, or pretty happy? Turn to your partner.*

Have partners use the prompt to take turns answering the question.

PROMPT: “I feel content when . . .”

When most pairs have finished talking, signal for their attention and have a few volunteers share their thinking with the class. Remind the volunteers to use the word *content* as they share.

Point to the word *content* in the pocket chart and ask:

Q *What’s the new word we are learning that means “pretty happy with what is happening or what you are doing”?*

ELL Note

You might **discuss cognates** by explaining that the Spanish cognate of *content* is *contento/a*. If you started an “English and Spanish Cognates” chart, you might add the words *content* and *contento/a* to the chart.

Facilitation Tip

During this and other discussions this week, continue to remind the students to **turn and look** at the person who is about to speak.

Teacher Note

You might create a chart of words with shades of meaning titled “Just the Right Word.” Begin by writing the word *content* on the chart along with its definition. Save the “Just the Right Word” chart to use throughout the year.

Teacher Note

If the students struggle to answer the question, review the word’s meaning and provide a few more examples of activities that make you feel content (for example, spending time with your family, taking a warm bath, talking with a good friend, or petting your dog). Then repeat the question.

Tell the students that in the next lesson they will talk more about the words they learned this week.

EXTENSIONS

Review Shades of Meaning with *Content*, *Happy*, and *Ecstatic*

Write the words *content*, *happy*, and *ecstatic* on the board. Discuss as a class:

Q *How are the words happy and content alike? How are they different?*

If necessary, review that the words *happy* and *content* mean almost the same thing—with one important difference: If you feel content, you feel pretty happy with what is happening or what you are doing, but not *very* happy. You would not jump for joy, or jump up and down with excitement, if you feel content.

Then point to the word *ecstatic* on the board. Explain that *ecstatic* means “very, very happy.”

Ask the students to close their eyes and imagine their friends and family all surprised them on their birthdays. Then have them open their eyes, and ask:

Q *What kind of surprise might make you feel ecstatic on your birthday? What might you do or say if you felt ecstatic? Turn to your partner.*

After partners have talked, signal for the students’ attention and have a few volunteers share their thinking with the class.

Then ask the students to close their eyes and imagine that they felt content on a weekend afternoon. Ask them to imagine what they might do that would make them feel content. Then have them open their eyes, and ask:

Q *What might make you feel content on a weekend afternoon? What might you do or say if you felt content? Turn to your partner.*

After partners have talked, signal for the students’ attention and have a few volunteers share their thinking with the class.

Explain that because they know the words *content* and *ecstatic*, they have just the right words to use in their writing when they want to describe how happy someone feels about what is happening or what they are doing.

Teacher Note

If the students’ class used the *Being a Reader* program in grade 1, they will have learned the word *ecstatic* then.

Teacher Note

If you started a “Just the Right Word” chart, add the word *ecstatic* to it along with its definition.

WORD STUDY

DAY 1: Review Spellings of the Long *i* and Long *u* Sounds

Materials

- "Word List 3" (P)
- "Word List 4" (P)

Teacher Note

If necessary, remind the students that a consonant is any letter that is not a vowel.

Teacher Note

In this step, we include only long *u* words in which the *u_e* represents the sound /ū/ as in *mule*, not /oo/ as in *flute*. The /oo/ pronunciation of *u_e* is reviewed in Step 3.

ELL Note

You might **clarify word meanings** by using objects, sketches, actions, or gestures.

IN THIS LESSON, THE STUDENTS:

- Review spellings of the long *i* and long *u* sounds
- Read words with long *i* and long *u* spellings
- Discuss the spelling *u_e* as in *flute*
- Develop relationship and communication skills by explaining their thinking

1 Review Spellings of the Long *i* and Long *u* Sounds

Gather the class with partners sitting together, facing you. Point out that the students have been gathering together regularly to read, spell, and talk about words. Remind the students that learning new ways to read and spell words will help them become better readers and writers.

Review that in the last few weeks, the students worked together to read and sort words with short vowel sounds and long vowel sounds. Tell the students that today they will review long *i* and long *u* vowel sounds.

Have the students say the sound /ī/. Review that /ī/ is the long *i* sound and that there are different ways to spell the long *i* sound.

Direct the students' attention to the Spelling-Sound Chart. Point to the long *i* spellings on the chart. Point to the *i_e* spelling and tell the students that one way to spell the long *i* sound is *i_e* as in *kite*. Write the word *kite* where everyone can see it, and have the students read it aloud. Point out that a consonant spelling—in this word the consonant *t*—goes in the blank.

Use the same procedure to review the spelling *i-g-h* as in *high* and the spelling *y* as in *fly*.

Have the students say the sound /ū/. Review that /ū/ is the long *u* sound. Direct the students' attention to the long *u* spelling *u_e* on the Spelling-Sound Chart.

Tell the students that long *u* is spelled *u_e* as in *mule*. Point out that a consonant spelling—in this word the consonant *l*—goes in the blank.

2 Read Words with Long *i* and Long *u* Spellings

Display the projectable "Word List 3." Explain that the students will read words with different spellings of the long *i* sound and words with the long *u* sound. Review that when the students read a word list, they will wait for you to point to each word and then read the word together as a class. Point to the columns of words and have the students chorally read the words. Provide definitions for words that may be challenging, or use the words in sentences.

Word List 3

bite	thigh	sky	cube
prize	shy	tight	cute
flight	try	glide	huge
fry	might	by	mule
shine	mice	sigh	use

Suggested Vocabulary

glide: move in a smooth, easy way

sigh: take in and let out a long, loud breath

cube: object that has six square sides

mule: animal that has a horse and a donkey as parents

**ELL Vocabulary**

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

prize: something that is won in a contest

fry: cook in oil

thigh: part of the leg above the knee

3 Discuss a Word-Reading Strategy

Explain that some spellings can stand for different sounds in different words. Display the projectable “Word List 4.” Point out the words in the first column: *cube*, *cute*, *huge*, *mule*, and *use*. Have the students listen for the vowel sound as you read each word aloud. Provide definitions for words that may be challenging, or use the words in sentences. Ask:

Q *What vowel sound do you hear in these words? (/ū/)*

Explain that you will say another group of words and the students will listen again for the vowel sound in the words. Point out the words in the second column: *flute*, *rude*, *rule*, *tube*, and *tune*. Ask the students to listen for the vowel sound as you read each word aloud. Provide definitions for words that may be challenging, or use the words in sentences. Ask:

Q *What vowel sound do you hear in these words? (/ō/)*

Have the students read both lists together.

**Facilitation Tip**

During this and other discussions this week, continue to remind the students to **turn and look** at the person who is about to speak.

cube	flute
cute	rude
huge	rule
mule	tube
use	tune

Suggested Vocabulary

rude: not nice

tube: long, hollow object, like a drinking straw



ELL Vocabulary

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

flute: musical instrument (refer to the picture of the mnemonic on the Spelling-Sound Chart)

tune: song

After the students read the words, use “Think, Pair, Share” to have partners first think about and then discuss:



Q *What is the same about these words? What is different?* [pause] *Turn to your partner.*

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

Students might say:

“They all have the spelling *u_e*.”

“*u_e* has more than one sound.”

“Some words begin with the same letter, like *cube* and *cute*, *rude* and *rule*, and *tube* and *tune*.”

If necessary, point out that in some words *u_e* stands for the sound /ū/ and that in other words *u_e* stands for the sound /oo/. Review that the same spelling can stand for different sounds in different words.

Tell the students that when they see a word with *u_e* in their reading, a good strategy is to try the sound /ū/ as in *mule* first. If they do not recognize that word, they should then try the other sound of *u_e*, /oo/ as in *flute*.

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



Teacher Note

Some students may have difficulty distinguishing between the two sounds of *u_e*. Demonstrate how to pronounce each sound in isolation, and have the students practice making the sounds with you.

INDEPENDENT WORK

DAY 1: Setting the Foundation

IN THIS LESSON, THE STUDENTS:

- Learn procedures for working in the three independent work areas
- Build stamina for working independently in one work area (up to 15 minutes)
- Develop independent work habits: *move to and work in the independent work areas*

ABOUT INDEPENDENT WORK AREAS

This week you will introduce the students to procedures they will use for moving to, working in, and cleaning up the reading, writing, and word work areas around the room. Working in the independent work areas might be challenging at first. Anticipate that your students may have difficulty following procedures and settling down to work. Your students may need to work on their own for shorter periods than they did when they worked at their seats. Plan to circulate around the classroom and support the students as they learn new procedures and routines. With repeated modeling and practice, working in the different areas will become increasingly smooth over time (Ford and Opitz 2002).

1 Introduce Independent Work Areas

Have the students get their toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor in front of them.

Remind the students that for the past several weeks they have been building stamina for working on their own and that you have been standing or sitting aside while they have been working independently. They have been using their work habits and solving more and more problems on their own or with students at their tables. Review that the reading, writing, and word work activities they do during independent work time are helping them become stronger readers and writers.

Explain that this week they will take what they have learned at their seats and start working independently in three independent work areas set up around the room. Walk around the room and introduce the areas you have set up by explaining the purpose of each area and how the materials are organized. If you have not already done so, post the sign you made for each area as you introduce it.

You might say:

"I have set up three areas for independent work rotations. As you know, the *reading area* is the library. You visited the reading area last week to exchange books. You can go to the reading area to read books from your toolboxes or return and exchange books. [Show and post the 'Reading Area' sign.]

"The *writing area* is at this table in the back. This is where the writing supplies are located. I have put different kinds of paper on the

Materials

- Student toolboxes
- Signs for each work area, prepared ahead
- "Independent Work Groups" chart
- "Ways We Work on Our Own" chart

Teacher Note

If many of your students are struggling to build stamina or use the independent work habits, consider adapting and reteaching the Unit 1, Week 3 Independent Work lessons before continuing with this week's lessons.

Teacher Note

If having the students stay at their seats is a better choice for discussing and modeling the work areas in Step 2, have the students get their toolboxes and return to their seats.

shelves and placed markers, pens, and pencils in labeled writing bins. You could use these materials or continue to use your writing notebook. You will go to this area with your toolbox and either start a new piece of writing or work on pieces of writing you have already started and stored in your writing folder. [Show and post the 'Writing Area' sign.]

"The *word work area* is over here and each word work bin is labeled. For example, this bin contains the 'Word Sorts.' You will go to this area with your toolbox, choose one of the bins, take out the materials, and start working. [Show and post the 'Word Work Area' sign.]"

2 Model Working in the Independent Work Areas

Tell the students your expectations for how they will move to the independent work areas.

You might say:

"When you move to the independent work areas, it is important to take your toolbox with you. If you don't have your toolbox, you won't have the things you need to do the work in each area. It's also important to move quickly and carefully to and from the different work areas. Moving quickly will allow everyone to spend as much time as possible reading and writing, and moving carefully will ensure that no one gets hurt."

Model pointing to and then walking to the word work area with your toolbox (or a student's toolbox) and then start to work.

You might say:

"Let's say it's my turn to go to the word work area. First, I'm going to grab my toolbox. Then I'm going to point to the area I will work in before moving to that area. This helps me remember where I am supposed to go. [Point to the word work area.] Then I will walk calmly, quickly, and quietly to the word work area, like this. [Walk to the word work area.] Now I get to choose a bin. Let's see, I can choose from the 'Word Sorts' bin and the 'Activity Sheets' bin. I'm going to take the 'Activity Sheets' bin and get a 'Word Scramble' sheet. Then I'll put the bin back on the shelf so that others can use it."

Ask and discuss:

Q *What did you see me do when I went to the word work area?*

Students might say:

"You got up and picked up your toolbox."

"I saw that you walked quickly to get to the work area."

"You looked toward the work area before you started to walk."

"You thought about what you like to do. You decided to work on the Word Scramble activity."

"You put the bin back so that other people could get an activity sheet out too."

Model the procedures you would like the students to use to clean up the word work area.

You might say:

"Now I hear the cleanup signal, so it's time to clean up. I will put my paper in my word work folder. I will put all the materials I used back into the bin I took them from. Then I will put the bin back on the shelf where I found it."

In the same way, model going to and working in the writing area, including following the cleanup procedures. Review that all writing materials go back on the proper shelves and into the appropriate bins.

Finally, model going to the reading area, exchanging two books, and then sitting down to read a book from your toolbox. Ask:



Q *What if you and another student want to read the same book or use the same materials? Turn to your partner.*

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

Students might say:

"If there are enough materials in the bin, both of us can take some."

"Maybe we can use the materials together. We could sort the name cards together."

"I can let the other person read the book first, and then I can read it next."

3 Identify Groups for Work Areas

Explain that you have divided the class into three groups and that one group will go to each work area. Direct the students' attention to the "Independent Work Groups" chart you prepared and read the names of the students in each group.

4 Work Independently

Have the students stand and pick up their toolboxes and then gather in their independent work groups around the edge of the rug or the classroom. Tell the students that each group will work in one independent work area today. Remind the students that they will move to the work area, take out their materials, and start working right away.



ELL Note

If you have beginning English speakers, consider **grouping purposefully** by placing them in a group with students who have advanced English-language proficiency. Remind them that they can use quiet voices to ask for help or share ideas. To support the students with asking for help, you might ask questions such as:

Q *Who can you ask for help?*

Q *How can you ask them for help?*



Teacher Note

Keep track of which group goes to which area so that the students have an opportunity to visit different areas on subsequent days.

INDEPENDENT WORK

WEEK 1 • DAY 1

Teacher Note

If necessary, have the students return to the gathering area, review the procedure for moving and choosing materials, and practice the procedure again. The students will have many opportunities to practice moving to work areas over the coming days.

Teacher Note

When you introduce new procedures, expect that the students may not be able to maintain stamina for working independently for as long as they have previously.

ELL Note

You might **provide the prompt**, “I had a hard time _____, next time I will . . .” to help the students verbalize their answers to the question.

Teacher Note

Post the “Independent Work Groups” chart for students to refer to throughout the year.

Have the first group point toward and then move to the word work area to get started. Once the first group is settled, have the second group point toward and then move to the reading area. Last, have the third group point toward and then move to the writing area.

Have the students work in their independent work areas for about 15 minutes. As the students work, walk around the room, assisting as needed.

Use the cleanup signal to let the students know when it is time to stop working. Remind the students that when they are done at each independent work area, it should look just as it did when they arrived.

When every area is tidy, have the students in one work area at a time return their toolboxes and move to the gathering area or their seats.

5 Reflect on Independent Work

Ask and briefly discuss:

- Q *What did you do in your independent work area today?*
- Q *What did you do to be responsible today?*
- Q *What challenges did you have? What can you do next time?*

As the students respond, direct their attention to and point out connections to the work habits on the “Ways We Work on Our Own” chart. Without mentioning any of the students’ names, provide some of your own observations.

You might say:

“I saw some students read another book when they were finished with their first one. That allowed them to work for the whole time like it says here on our chart.”

“I noticed many students whispering if they needed to talk. That goes with *We use quiet voices.*”

SMALL-GROUP READING SET 9

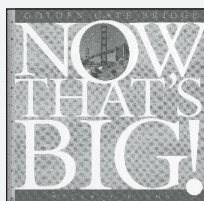
THIS WEEK'S FOCUS

Comprehension

- Wondering
- Using Text Features

THIS WEEK'S TEXT

Book



Golden Gate Bridge

by Kate Riggs

This nonfiction text provides information about the Golden Gate Bridge.



WEEK AT A GLANCE

LESSON OVERVIEW		
DAY 1	DAY 2	DAY 3
<p>Using Text Features and Wondering <i>Golden Gate Bridge</i></p> <p>Focus</p> <ul style="list-style-type: none"> ▪ Wonder about a topic ▪ Read and discuss part of a nonfiction book ▪ Use text features ▪ Share thinking 	<p>Using Text Features and Wondering <i>Golden Gate Bridge</i></p> <p>Focus</p> <ul style="list-style-type: none"> ▪ Use wondering to build comprehension ▪ Use text features ▪ Read and discuss part of a nonfiction book ▪ Work responsibly in pairs ▪ Share thinking 	<p>Wondering <i>Golden Gate Bridge</i></p> <p>Focus</p> <ul style="list-style-type: none"> ▪ Wonder about a topic ▪ Reread and discuss a nonfiction book ▪ Work responsibly in pairs ▪ Share thinking <p>Extension</p> <ul style="list-style-type: none"> ▪ Research Online

ACADEMIC VOCABULARY

caption: words that describe illustrations or photos in a text

glossary: list of words that the author defines for the reader

sidebar: feature that provides more information or interesting facts about the topic addressed in the main text

topic: what a text or section of a text is about

wonder: ask yourself questions about what you are reading

DO AHEAD

Preparing for the Week

- Visit the Learning Portal (ccclearningportal.org) to access this week’s digital resources. Resources are organized by unit and then by type on the Portal. When a digital resource is referenced in the Do Ahead and lesson Materials, the title is followed by a parenthetical identifier that lets you know what type of resource it is:
 - **(R):** Reproducibles
 - **(A):** Assessments
 - **(PV):** Professional Development Videos

Before Day 1

- Examine the table of contents, labels, and glossary closely to help you support the students.
- Title a sheet of chart paper “What We Wonder About the Golden Gate Bridge” (see Day 1, Step 4).

Before Day 2

- Locate “Group Assessment Record 46” (A).

Before Day 3

- Locate “Group Assessment Record 47” (A).
- Select a question from the “What We Wonder About the Golden Gate Bridge” chart to use in modeling and use self-stick notes to mark the places in the book where information about the question can be found. See Day 3, Step 2 for an example.
- Select additional questions from the “What We Wonder About the Golden Gate Bridge” chart that can be answered with information from the book. Questions that are answered in multiple places in the book (such as “How long did it take to build?” and “How did they build it?”) may work best. Copy a question from the chart on an index card for each pair of students. You may decide to use the same question for more than one pair. See the Teacher Note in Day 3, Step 3 for more information.

DAY 1: *Golden Gate Bridge*

Using Text Features and Wondering

IN THIS LESSON, THE STUDENTS:

- Wonder about a nonfiction text to build engagement and establish a purpose for reading
- Read and discuss part of an expository nonfiction book to build comprehension and enjoyment of reading
- Use captions, sidebars, and the glossary to deepen their understanding of a topic
- Build self-awareness and confidence by sharing their own thinking

1 Gather and Introduce *Golden Gate Bridge*

Show the cover of *Golden Gate Bridge* and read the title and the name of the author aloud. Tell the students that this nonfiction book gives readers information about the Golden Gate Bridge. Point out that the title of this book is also the *topic*, what the whole book is about.

Explain that today the students will read the part of the book that describes how the Golden Gate Bridge was built.

2 Build Background Knowledge

Distribute *Golden Gate Bridge*. Ask the students to open to page 5. Have them follow along as you read page 5 aloud. Explain that a *strait* is a narrow part of water that connects two larger parts of water.

Point out the Golden Gate Strait on the map on page 4. Tell the students that the gold parts of the map are land and the grey parts are water.

Have the students look at the map on page 4. Ask:

Q *What do you notice about this page?*

Students might say:

"I see a map with a box on it."

"I notice a picture in the corner with the directions north, south, east, and west."

"I notice the Pacific Ocean."

In your copy of the book, show the students the photograph on page 10 and point out that, like the map, the photo shows the Pacific Ocean, San Francisco Bay, and the land around the bay. Explain that the Golden Gate Bridge connects the city of San Francisco to a city to the north called Sausalito.

Materials

- Teacher and student copies of *Golden Gate Bridge* (pages 4–11)
- “What We Wonder About the Golden Gate Bridge” chart, prepared ahead
- Marker
- Self-stick note for each student

Teacher Note

This lesson may require an extended class period.

Teacher Note

You may want to write the words *straight* and *strait* where the students can see them and explain that, although the words sound the same, they are spelled differently and have different meanings. Point to the word *straight* and explain that when something is straight it does not bend or curve. Point to the word *strait* and review its definition.

Teacher Note

As the students say what they notice about the map, you may choose to share additional information about the features they notice such as “That red box shows where the Golden Gate Bridge is in the United States” or “The picture with the directions is called a *compass rose*.”

Point out the Pacific Ocean, San Francisco Bay, and the Golden Gate Strait in the photograph and on the map. Explain that the Golden Gate Bridge, shown only in the photograph, goes across the Golden Gate Strait.

3 Introduce Captions and a Glossary

Have the students turn to pages 6-7. Allow them time to examine the photograph on page 6, and then direct their attention to the caption at the bottom of the page. Explain that many nonfiction books have *captions*, words or sentences that give information about illustrations or photographs.

Have the students follow along as you read the caption aloud. Ask:

Q *What do you notice about this photograph?*

If necessary, explain that the photograph shows the Golden Gate Bridge being built one *section*, or part, at a time and that the caption gives information about why the bridge in the picture has parts missing.

Have the students open their books and point to the word *engineer*. Explain that this word is red to let readers know they can find more information about the word at the back of the book.

Have the students turn to the glossary on page 24. Explain that a *glossary* lists words from the book that a reader might not know and tells the reader what each word means. Ask the students to point to the word *engineer* and have a volunteer read the definition aloud.

Explain that text features like glossaries and captions are included in many nonfiction books to help readers learn more about a topic like the Golden Gate Bridge.

4 Introduce Wondering

Have the students turn back to page 7 and follow along as you read page 7 aloud. Then explain that readers often *wonder*, or ask themselves questions, as they read. Ask the students to listen as you share what you wonder about what you have read so far.

You might say:

“I wonder how long the Golden Gate Bridge is and how long it took to build it.”

Direct the students’ attention to the “What We Wonder About the Golden Gate Bridge” chart and read the chart title aloud. Record what you wondered as questions on the chart.



Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.



ELL Note

You may want to explain to the students that when you wonder about something, you want to know more about it.

What We Wonder About the Golden Gate Bridge

- How long is the Golden Gate Bridge?
- How long did it take to build?

Ask:



Q *What do you wonder about how the Golden Gate Bridge was built? Turn to your partner.*

Have a few students share their thinking with the group. Have them use the prompt “I wonder . . .” as they share, and record what they wonder as questions on the chart.

What We Wonder About the Golden Gate Bridge

- How long is the Golden Gate Bridge?
- How long did it take to build?
- How did people start building the bridge?
- Why did they name it the Golden Gate Bridge? (Why is the strait called “Golden Gate”?)

Explain that wondering, or asking questions, about nonfiction books helps readers understand what they read and learn more about a topic like the Golden Gate Bridge.

Tell the students that today they will read the first part of *Golden Gate Bridge* and that you will record what the students wonder on the chart.

**ELL Note**

The definition for *design* in the glossary includes the figure of speech “draw up plans for.” You may want to explain that *draw up plans for* means “think of a way to build something.”

**Teacher Note**

Save the “What We Wonder About the Golden Gate Bridge” chart to use on Days 2 and 3.

5 Read and Discuss Part of *Golden Gate Bridge*

Distribute the self-stick notes. Ask the students to turn to page 11 and mark the page so they know where to stop reading.

Help the students locate the sidebar on page 11. Explain that the *sidebar* is a text feature that provides more information or interesting facts about what is on the page.

Tell the students to look closely at the photographs, read the captions and sidebar, and look up any words in red in the glossary at the back of the book as they read.

Ask the students to turn back to page 8 and read pages 8-11 quietly to themselves. Listen to the students as they read. Support any students who struggle and jot down any observations.

When all the students have read through page 11 at least once, ask:

Q *What do you wonder about the design, or the plans, for the Golden Gate Bridge?*

Have a few students share their thinking. Record what they wonder as questions on the chart.

Students might say:

“I wonder where he got the idea to make it look like a ladder.”

“I wonder why the bridge is orange.”

“I wonder how tall the bridge is.”

Then ask:

Q *What do you wonder now about how the Golden Gate Bridge was built?*

Students might say:

“I wonder how the workers blasted through the rock.”

“I wonder how they built the roadway.”

“I wonder what it means to ‘plant the pillars in the ground.’”

Record what the students wonder as questions on the chart.

6 Reflect on Wondering

Tell the students that some of the questions they asked may be answered as they continue to read *Golden Gate Bridge* in the next lesson. Ask:

Q *What is a question on the chart that you think will be answered in the book?*

Explain that in the next lesson, the students will finish reading *Golden Gate Bridge* and continue to wonder about the book. Collect *Golden Gate Bridge*, keeping the self-stick notes in the books.

DAY 2: *Golden Gate Bridge*

Using Text Features and Wondering

IN THIS LESSON, THE STUDENTS:

- Use wondering to understand and explore ideas in a nonfiction book
- Use captions, sidebars, and a glossary to deepen their understanding of a topic
- Read and discuss part of an expository nonfiction book to build comprehension and enjoyment of reading
- Practice self-management and self-discipline by working responsibly in pairs

1 Gather and Review Wondering

Remind the students that in the last lesson, they read and discussed the first part of the nonfiction book *Golden Gate Bridge*. Ask:

Q *What do you remember learning about the Golden Gate Bridge?*

Remind the students that they have been wondering as they read *Golden Gate Bridge*. Review that wondering about nonfiction books helps readers understand what they read and learn more about a topic like the Golden Gate Bridge.

Direct the students' attention to the "What We Wonder About the Golden Gate Bridge" chart and review their questions from the last lesson. Tell the students that today they will finish reading *Golden Gate Bridge* and continue adding to the chart.

2 Review Text Features

Distribute *Golden Gate Bridge*. Ask the students to open to page 12 and look at the photograph.

Have the students point to the caption and follow along as you read the caption aloud.

Have the students point to the sidebar and ask a volunteer to read the sidebar aloud to the group. Ask:

 **Q** *What do you think the word suspension means? Turn to your partner.*

Have one or two students share their thinking with the group. If the students do not refer to the glossary, ask them to turn to it and have a volunteer read the definition of *suspension* aloud.

Have the students turn back to page 7 and follow along as you read page 13 aloud.

Materials

- Teacher and student copies of *Golden Gate Bridge* (pages 12-23)
- "What We Wonder About the Golden Gate Bridge" chart from Day 1
- Marker
- "Group Assessment Record 46" (A)

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

ELL Note

You may choose to use the photograph on page 6 to explain how the Golden Gate Bridge is *suspended*, or held in the air, by the towers and cables.

Teacher Note

If necessary, explain that the *m* is an abbreviation for *meters*, which is a way of measuring how long something is. Explain that 1,280 meters is almost the same as 4,200 feet.

3 Read and Discuss Part of *Golden Gate Bridge* in Pairs

Explain that partners will read the rest of *Golden Gate Bridge* together. Have the students open their books to pages 12-13.

Explain that one partner will read the caption and the sidebar aloud and the other will read the main text aloud. Tell the students that partners will alternate what they read with each pair of facing pages. Model reading in pairs this way with a student volunteer, if necessary. For more information about partner reading, see “Reading in Pairs” in the Introduction.

Have pairs read pages 12-13. Then ask:



Q *What else are you wondering about the Golden Gate Bridge? Turn to your partner.*

Have a few students share their thinking, and record what they wonder as questions on the chart.

Have the students move the self-stick notes to page 23 so they know where to stop reading. Explain that partners will continue reading to the end of the book, taking turns reading the main text and the text features, and stopping after each pair of facing pages to discuss what they wonder.

Have pairs turn to pages 14-15 and continue reading through page 23, using the procedure they practiced. Stop the group periodically to have pairs share what they wonder, and record what they wonder as questions on the chart.

Observe pairs as they work, offering support as needed.

GROUP ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students including the captions and the sidebars as they read the book?
- Are they discussing and sharing what they wonder?
- Are they taking turns reading?

Record your observations on “Group Assessment Record 46.”

Support any student who struggles to wonder about the book by having the student reread a page. Give the student an example of what you wonder and then ask a question such as “What do you wonder about visiting the Golden Gate Bridge?”

If any pair finishes reading before the whole group has read the book at least once, have them read the “What We Wonder About the Golden Gate Bridge” chart and discuss their favorite questions.

4 Reflect on Working in Pairs

Ask and briefly discuss:

Q *What did you enjoy about reading and wondering with your partner today?*

Explain that in the next lesson, the students will reread *Golden Gate Bridge* and discuss some of the questions from the “What We Wonder About the Golden Gate Bridge” chart.

Have the students put *Golden Gate Bridge* into their toolboxes and encourage them to reread the book independently.

DAY 3: *Golden Gate Bridge* Wondering

IN THIS LESSON, THE STUDENTS:

- Use wondering to understand and explore ideas in a narrative nonfiction book
- Read and discuss part of an expository nonfiction book to build comprehension and enjoyment of reading
- Practice self-management and self-discipline by working responsibly in pairs
- Build self-awareness and confidence by sharing their own thinking

1 Gather and Review Wondering

Remind the students that in the previous lessons they read and wondered about what they read in *Golden Gate Bridge*. Display the “What We Wonder About the Golden Gate Bridge” chart and review the questions from the previous lessons. Tell the students that today they will reread the book and discuss some of their questions.

2 Model Rereading for Information

Explain that some of the questions readers ask may be answered in the book while others might not be. Either way, wondering about nonfiction books helps readers understand what they read and learn more about the topic.

Materials

- Teacher copy of *Golden Gate Bridge* marked with self-stick notes, prepared ahead
- Student copies of *Golden Gate Bridge*
- “What We Wonder About the Golden Gate Bridge” chart from Day 2
- Index card with a question from the chart for each pair, prepared ahead
- Pad of self-stick notes
- “Group Assessment Record 47” (A)

Tell the students that you picked some questions from the chart and that the students will reread the book to find information about those questions. Model rereading for information by showing the students how you reread and marked parts of the book that had information about something you wondered.

You might say:

“One question I had was ‘Why is the Golden Gate Bridge orange?’ so I looked through the book again to find information about the color of the bridge. I started rereading from the beginning of the book and I used a self-stick note to mark any place where I found information about the color. I marked this photograph on page 8 because the caption says, ‘The orange towers look like ladders reaching into the sky.’ I think maybe they chose orange because it is bright and makes the bridge easy to see. I also marked the sidebar on page 15, which says, ‘The Golden Gate Bridge is a bright orange color. Ships can see it from far away.’ I think another reason they painted it orange is so ships won’t crash into it. And I marked page 21 because of the sentence ‘The big, orange bridge is a “one-of-a-kind wonder!”’ A ‘one-of-a-kind wonder’ is something that is different from anything else, so maybe they made the bridge orange to make it special.”

Tell the students that having a question helped you focus your rereading and think more deeply about something you wondered.

3 Reread for Information in Pairs

Explain that partners will reread *Golden Gate Bridge* and look for information about a question the group had. Tell them that each pair will get an index card with one of the questions from the chart.

Model how you would like partners to use self-stick notes to mark parts of the book that have information about the questions on their index cards.

Distribute an index card with an assigned question and a few self-stick notes to each pair.

Observe the pairs as they work, offering support as needed.

Teacher Note

You may choose to have partners use a single copy of the book for this part of the lesson.

Teacher Note

Questions that can be answered with information from only one place in the book (“How long is it?” and “How tall is it?”) may be answered quickly. If you assign this type of question, you might choose to give partners more than one question. Questions that are addressed in multiple places in the book (“How long did it take to build?” and “How did they build it?”) are more challenging and will take students more time.

GROUP ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students rereading the book, including the captions and sidebars?
- Are they marking appropriate places in the book?
- Are they discussing information related to their question(s)?

Record your observations on “Group Assessment Record 47.”

Support any student who struggles to find information by clarifying the question to be answered and, if necessary, by directing the student’s attention to appropriate sections of the book to reread.

4 Reflect on Wondering in Pairs

Ask:

Q *Which question(s) did you and your partner have? What information did you find that answered that question?*

Have each pair share their question(s) and the information they found with the group. Encourage the students to refer to their copies of the book and the sections they marked with self-stick notes. After all pairs have shared, ask:

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

Review that wondering about nonfiction books helps readers understand what they read and learn more about the topic. Encourage the students to ask themselves questions as they read, both during and outside of Small-Group Reading. Ask the students to return *Golden Gate Bridge* to their toolboxes and encourage them to reread the book independently.

EXTENSION**Research Online**

Have pairs select a question from the “What We Wonder About the Golden Gate Bridge” chart that was not answered in the book. Ask pairs to complete an internet search to find information on the topic and then share what they learn with the group.

BEING A WRITER™

THIRD EDITION

GRADE 2 Sample Lessons

UNIT 1 OVERVIEW

THE CLASSROOM COMMUNITY

During this four-week unit, the students are introduced to the *Being a Writer* program. The focus of this unit is to build the classroom community and create a caring environment conducive to learning. The students listen to stories and discuss writing, learn about the writing practice of a professional author, and generate writing ideas by drawing and making lists. They draw and write about their own lives to get to know themselves and one another better and to build motivation for and develop an enjoyment of writing. They discuss how authors use sensory details to help readers imagine a story and they begin to add them to their own writing. They make strategic spelling choices when spelling unfamiliar words, and they explore the parts of complete sentences and write them. They also use correct ending punctuation and capitalize names and the first letters of sentences.

Socially, the students learn how to work and participate responsibly as they carry out the procedures of the classroom community. The skills and procedures the students learn during this unit will help them become independent learners who can persevere, solve problems, and think independently.



WEEK 4 OVERVIEW

WRITING FOCUS

The students continue to explore how sensory details help them imagine a story as they listen to and discuss the text *Evelyn Del Rey Is Moving Away*. They write lists of friends, choose one friend to write about, and then reread their writing and add sensory details. They explore the parts of a complete sentence and continue to make strategic spelling choices and use correct capitalization and ending punctuation in sentences.

SOCIAL DEVELOPMENT FOCUS

Socially, the students continue to build the classroom community by using the prompt “I like your story because . . .” to express interest in one another’s writing. They also participate in partner work and class discussions, work responsibly, and reflect on partnerships.

TEACHER AS WRITER

“As writers, we just need so much time to lie around, and waste time, and dream, and just be private, and flow. You can’t tell me what to think. You can’t tell me what to look at. You can’t tell me what to know.”

— Eileen Myles

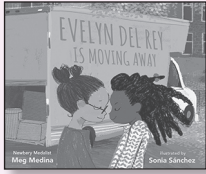
Choose a list from those you wrote last week and write a short passage using some words on the list. For example:

Quiet Things

- sleeping dog
- Sunday morning
- laundry drying
- mute button
- cup of tea
- breeze
- stars
- midnight
- wet grass
- whispers

At dawn on Sunday, I step outside with a steaming cup of tea. The last stars fade as I cross the lawn, my bare feet whispering on wet grass. A breeze stirs the laundry, left overnight on the line. I feel the shirts and pants with my hands. I ask myself, are they damp or just cold?

THIS WEEK'S TEXTS



Books

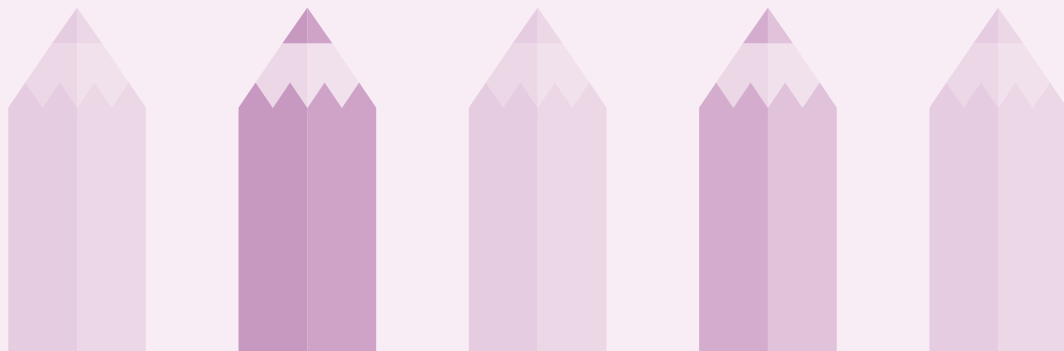
Evelyn Del Rey Is Moving Away

by Meg Medina

illustrated by Sonia Sánchez

Daniela and Evelyn are best friends who play together one last time before Evelyn moves away.

DRAFT



WEEK 4 OVERVIEW

WEEK AT A GLANCE: ACADEMIC FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WRITING (FIVE WHOLE-CLASS LESSONS)				
DAY 1 (40 MIN.)	DAY 2 (40 MIN.)	DAY 3 (40 MIN.)	DAY 4 (40 MIN.)	DAY 5 (40 MIN.)
Getting Ideas for Writing <i>Evelyn Del Rey Is Moving Away</i> Focus <ul style="list-style-type: none"> Listen to and discuss a story Write a list of friends Extension Write About Friendship in <i>Evelyn Del Rey Is Moving Away</i>	Writing Stories Focus <ul style="list-style-type: none"> Choose ideas for stories Write stories about friends Make strategic spelling choices Capitalize names and first letters in sentences and use correct ending punctuation Extension Browse Other Books by Meg Medina	Adding Sensory Details <i>Evelyn Del Rey Is Moving Away</i> Focus <ul style="list-style-type: none"> Identify and discuss sensory details Finish stories Reread their stories and add sensory details Extension Explore Shades of Meaning in <i>Evelyn Del Rey Is Moving Away</i>	Sharing as a Community Focus <ul style="list-style-type: none"> Share writing in pairs Write freely 	Writing Complete Sentences <i>Evelyn Del Rey Is Moving Away</i> Focus <ul style="list-style-type: none"> Discuss model sentences Write complete sentences Extension <ul style="list-style-type: none"> Discuss the Students' Writing Goals and Interests

For information about the icons used throughout the program, see “TK: Helpful Lesson Features” in the Program Overview section of the *Implementation Handbook*.

WEEK AT A GLANCE: SOCIAL FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SOCIAL DEVELOPMENT				
Focus <ul style="list-style-type: none"> Participate in partner work and class discussions 	Focus <ul style="list-style-type: none"> Work responsibly 	Focus <ul style="list-style-type: none"> Work responsibly 	Focus <ul style="list-style-type: none"> Express interest in one another's writing 	Focus <ul style="list-style-type: none"> Work responsibly

PRE-TEACHING SUPPORT

The following activities can be used to scaffold the week’s instruction for students who might need additional support accessing texts or other lesson content prior to the whole-class lessons.

Evelyn Del Rey Is Moving Away

Preview the Text

- Read the book aloud while showing and discussing the illustrations and clarifying the vocabulary that follows. When possible, briefly act out words, use gestures, or refer to the illustrations to provide support for word meanings.

mejor amiga: (Spanish) best friend (p. 3)

número uno: (Spanish) number one (p. 3)

bundle up: dress warmly (p. 5)

gobble up: take (p. 5)

twins: the same or matching (p. 10)

rumbles off: drives away loudly (p. 17)

slip away: leave quickly and secretly (p. 17)

seal: mark (p. 22)

Provide Language Support

- After previewing the story, give the students the opportunity to rehearse the language they will be asked to produce in the lessons by facilitating a brief discussion about their friends and what they like to do with them. Write the following prompts where the students can see them:
 - One of my friends is . . .
 - We like to . . .

Remind the students how to use the prompts by pointing to the words and completing the sentences. Ask questions such as “Who is one of your friends?” “What is something you like to do together?” Invite a few volunteers to use the prompts to share their thinking. Point to the words in the prompts as they speak. Encourage the students to use the prompts to help them share their thinking during the lessons.

Grammar and Conventions

Provide Language Support

- On Day 5, the students learn about complete sentences. You might pre-teach the parts of a sentence by reading and discussing an example sentence. Write the following sentence where everyone can see it: *My brother speaks loudly.* Have the students read the sentence aloud with

(continues)

WEEK 4 OVERVIEW



PRE-TEACHING SUPPORT *(continued)*

you. Explain that the subject is the part of the sentence that tells who or what is doing or being something. Label the subject (*My brother*) in the sentence. Tell the students that a subject always includes a noun. Then explain that the predicate is the part of the sentence that tells what the subject is doing or being. Label the predicate (*speaks loudly*) in the sentence. Tell the students that the predicate always includes a verb. Point out that the sentence expresses a complete thought.

ACADEMIC VOCABULARY

The following academic vocabulary words are used during this week's lessons:

caret: small arrow that indicates where to insert a word or words while writing

excerpt: part of a longer text

noun: word that names a person, place, thing, or idea

predicate: part of the sentence that tells what the subject is doing or being

pronoun: word that can be used in place of a noun

proper noun: name of a specific person, place, or thing

sensory details: words that help readers imagine seeing, hearing, smelling, tasting, or feeling something in a text

sentence: group of words that tells a complete thought

subject: part of the sentence that tells who or what is doing or being something

verb: word that tells what someone or something does or is

WEEK 4 DO AHEAD

PREPARING FOR THE WEEK

- Gather your digital resources for the week. Decide how you will display any projectable resources (P) and present any instructional media (IM) to your students. Make sure you have enough copies of any reproducible resources (R) for distribution to the students this week.
- Locate “Class Assessment Record 4” (A). You will use it to document your observations and reflect on instruction throughout the week.
- Collect copies of “Unit 1 Family Letter” (R) to send home with each student at the end of this week. For more information about the family letters, see “TK: Family Letters” in the Program Overview section of the *Implementation Handbook*.

Before Day 1

- Prepare a sheet of unlined chart paper with the title “Friends.”

Before Day 2

- Think about a friend and something you like to do with that friend. You will think aloud and model writing about your friend on lined chart paper (see Step 1).

Before Day 3

- Locate the class set of *Student Writing Handbooks* in your *Being a Writer* program materials. Throughout the year, you will show pages from the *Student Writing Handbook* and model writing responses to the activities. Determine how you will model completing the activity so that the students can easily see your response (for example, displaying the page using a document camera or using chart paper). The *Student Writing Handbook* is available on the Learning Portal and can be downloaded and printed.
- Prepare to show and annotate “Excerpt from *Evelyn Del Rey Is Moving Away*” from page 1 of the *Student Writing Handbook*. You will invite students to identify the sensory details in the excerpt, underline them on the activity page, and then add them to the “Sensory Details” chart (see Step 1).

Before Day 5

- Locate “Week 4 Model Sentences” (P) and prepare to display and annotate it during the lesson.

DAY 1

Getting Ideas for Writing

Materials

- *Evelyn Del Rey Is Moving Away*
- “Ways to Get Writing Ideas” chart
- “Friends” chart, prepared ahead, and a marker
- “Class Assessment Record 4” (A)

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. Scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations. You will continue to focus on this technique in the first week of Unit 2.

EL Note

Consider **celebrating multilingualism** by inviting Spanish-speaking volunteers to model how to pronounce the Spanish words in the story and having the rest of the class practice saying the words.

IN THIS LESSON, THE STUDENTS:

- Listen to and discuss a story to inspire their own writing
- Write a list of friends to generate writing ideas
- Develop relationship and communication skills by participating in partner work and class discussions

GETTING READY TO WRITE

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that in this unit they have listened to stories—such as *Bigmama’s* and *Shortcut*—that have helped them get ideas for their own stories. Explain that today they will listen to another story to give them ideas for writing and that they will talk about the story and their writing ideas in pairs. Use “Think, Pair, Share” to have partners first think about and then discuss:

 **Q** *What can you do to be a good partner?* [pause] *Turn to your partner.*

After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class. Explain that at the end of the lesson you will ask the students how they did working with their partners today.

2 Read *Evelyn Del Rey Is Moving Away* Aloud

Show the cover of *Evelyn Del Rey Is Moving Away* and read the title and the names of the author and the illustrator aloud. Read the story aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

mejor amiga: (Spanish) best friend (p. 3)

número uno: (Spanish) number one (p. 3)

seal: mark (p. 22)

EL Vocabulary

English learners may benefit from hearing additional vocabulary defined, including:

bundle up: dress warmly (p. 5)

gobble up: take (p. 5)

twins: the same or matching (p. 10)

rumbles off: drives away loudly (p. 17)

slip away: leave quickly and secretly (p. 17)

After reading, use “Think, Pair, Share” to discuss:



Q *This is a story about being a friend. What do you think the author wants us to learn about friendship from this story?* [pause] *Turn to your partner.*

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

Students might say:

“I think the author wants us to know that friends spend time together.”

“I think the story tells us that friends remember each other, even if they don’t see each other all the time.”

“I think that the author wants us to learn that friends stay in our hearts.”



Teacher Note

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

3 Model Listing Writing Ideas

Direct the students’ attention to the “Ways to Get Writing Ideas” chart and review that they have been writing lists as a way to gather writing ideas. Explain that today they will make a list of friends whom they might write about. Point out that their friends might be older or younger and can be relatives, neighbors, and even pets. Use “Think, Pair, Share” to discuss:



Q *Who are friends that you could write about?* [pause] *Turn to your partner.*

After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class. As the students respond, ask follow-up questions such as:

Q *How do you know your friend [Marcus]?*

Q *Where do you see your friend [Rachel]?*

Direct the students’ attention to the “Friends” chart (see diagram on the next page) and record the students’ ideas on the chart. As you write, point out that you are capitalizing the first letter in each name because it is a proper noun. Tell the students that a *proper noun* is the name of a specific person, place, or thing.

You might say:

“[Fatima] said that her neighbor’s name is [Marcus]. Notice that I began the word [Marcus] with a capital letter, but I did not begin the other words with a capital letter. That is because [Marcus] is [Fatima’s] neighbor’s name, and we always capitalize names of people.”

Friends

- Marcus, my neighbor
- Rachel at karate
- Taveer at school
- my grandmother
- my dog, Ralph
- my cousin, Ginny

4 Make a List of Friends

Explain that today each student will make a list of friends that they might write about. Have the students return to their seats and take out their notebooks.

Ask the students to turn to the first blank page in the writing ideas section of their notebooks and write the title “Friends” at the top of the page. Have them list friends for about 5 minutes. Remind them to capitalize the first letter of the names they write and encourage them to include a word or two about how they know each friend (see the diagram above). Join them in writing for a few minutes; then walk around and observe, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students list a variety of friends, such as older and younger friends, relatives, neighbors, and even pets?
- Do they capitalize the first letter of each friend’s name?
- Do the students include a word or two about how they know each friend?
- Do the students get new ideas by hearing the ideas of their classmates?

(continues)

CLASS ASSESSMENT NOTE *(continued)*

If you notice many students are struggling, signal for the class's attention and ask the students to think about questions such as:

- Q *Who is a friend that you remember the most?*
- Q *Who is a friend in your neighborhood? At school?*
- Q *Who do you play with after school or on the weekends?*

Have the students resume writing their lists.

Document your observations on the "Class Assessment Record 4."

Call for the students' attention and ask them each to pick one friend on their lists. Go around the room and, without comment, have each student read their choice aloud. When all of the students have read, ask:

- Q *What new ideas did you get from listening to the ideas of the other students?*

Have a few volunteers share their thinking with the class, and then have the students continue to work for 10-15 minutes listing more friends. They may also pick one of the friends they have listed and begin writing a story about that friend or write about anything else that interests them.

Signal to let the students know when Writing Time is over. Explain that in the next lesson they will each write a story about a friend. Have them put their notebooks in their desks.

REFLECTING

5 Reflect on Partner Work

Have the students reflect on their partner work by asking and briefly discussing:

- Q *What did you do to be a good partner today?*
- Q *How did talking with your partner help you think about friends you could write about?*

EXTENSION

**Write About Friendship in *Evelyn Del Rey Is Moving Away***

Gather the students with partners sitting together, facing you. Show the cover of *Evelyn Del Rey Is Moving Away* and remind the students that they listened to the story earlier. Ask:

Q *What do you remember about the book Evelyn Del Rey Is Moving Away?*

Have a few volunteers share their thinking, and then ask:

Q *Do you think Evelyn and Daniela have a special friendship? What in the story makes you think that? Turn to your partner.*

After a few moments, signal for the students' attention. Have a few volunteers share their thinking with the class. As each student responds, flip to the page in the book they refer to, show the illustration, and read the text aloud.

Ask the students to watch as you think aloud and model writing what you think about Evelyn and Daniela's friendship.

You might say:

"I'll start by introducing the title of the book and saying what I think about Daniela and Evelyn's friendship. I'll write: *In the book Evelyn Del Rey Is Moving Away, I think Evelyn and Daniela have a special friendship because they want to stay friends after Evelyn moves.* Now I need to explain my thinking. I'll write: *Evelyn said that Daniela could visit her in the summer, and they make plans to talk after school every day.* Now I need a closing sentence, so I'll write: *That's why I think Evelyn and Daniela have a special friendship.*"

Explain that now the students will write what they think about Evelyn and Daniela's friendship and then illustrate the part(s) of the book they wrote about. Ask the students to return to their desks and take out their writing notebooks and pencils. Give them a few moments to get settled. Then have them open their writing notebooks to the first blank page and write their ideas. If time permits, invite the students to share their writing with the class.

 **EL Note**

Support the students by first allowing them to grapple with the task, then providing scaffolding to individual students as needed. You might use one or more of the following supports:

- Before the students write, **provide visual support** by flipping through the pages of the book and showing each illustration.
- Have the students **verbally rehearse** with you the words they will write.
- **Provide the sentence frame** "I think Evelyn and Daniela have a special friendship because _____" to help the students start their writing. Underline these words in your model writing and point out that you started your writing in the same way.

IN THIS LESSON, THE STUDENTS:

- Choose ideas for stories to build motivation for writing
- Write stories about friends to tell about their lives and develop an enjoyment of writing
- Make strategic spelling choices by listening for each sound in a word and using spelling-sound correspondences they have learned
- Capitalize names and first letters in sentences and use correct ending punctuation to apply grade-level writing conventions
- Practice self-management and self-discipline by working responsibly

GETTING READY TO WRITE**1 Model Writing About a Friend and Making Strategic Spelling Choices**

Gather the class with partners sitting together, facing you. Review that in the previous lesson the students listened to *Evelyn Del Rey Is Moving Away* and made lists of friends. Explain that today the students will choose a friend from their list and write a story about something they like to do with that friend. Tell the students that their stories can be true or made up.

Direct the students' attention to the lined chart paper and ask them to watch as you model writing a story about a friend. As you write, point out that you are double-spacing, capitalizing the first letter of names and sentences, and using correct ending punctuation.

You might say:

"I want to write about my friend Emily. She lives down the street and dances the hula with me. I will start by writing a sentence that tells about my friend. I'll write: *My friend Emily lives down the street from me.* The first letter of a sentence is always a capital letter, so I will begin the sentence with a capital *M*. *Emily* is a name, so I know to begin it with a capital letter *E*."

As you write, engage the students in thinking about how to spell any single-syllable words that may be unfamiliar to them. Ask the questions that follow and invite the students to use the spellings they know for each sound in the word. Write the spellings as the students suggest them. Ask and briefly discuss:

- Q [Down] starts with the sound [/d/]. How is the sound [/d/] spelled?
- Q What sound do you hear next in the word [d-ow-n]? (/ou/) What are the different ways the sound [/ou/] can be spelled?
- Q What's the [next/last] sound? How is that sound spelled?

Materials

- Lined chart paper and a marker
- "Conference Record 1" (A)

Teacher Note

Always model correct spelling unless you are deliberately modeling how to spell a word using the students' suggestions. If the students suggest an incorrect spelling but agree that it looks right, do not change the spelling. Modeling these strategies supports students to make more deliberate spelling choices, but it does not ensure they will spell all words correctly. The words *curly*, *dance*, *skirts*, and *gourd* are approximated in the diagram.

My friend Emily lives down the street from me. Emily is taller than I am. She has curly hair and brown eyes. We have fun doing things together.

One thing we like to do is dance the hula. When we practice, we wear skirts that sway to the music. Our hands move to tell a story.

Sometimes we beat a gourd that sounds like a drum.

 **Teacher Note**

Keep the model story chart posted for the students to refer to as they write their own stories. Save the model story chart to use on Day 3.

 **EL Note**

You might **provide the prompts** “One of my friends is . . .” and “We like to . . .” to help the students verbalize their answers to the question. Allowing the students to **talk in pairs** before writing gives them additional time to think and organize their ideas.

Reread the story aloud. Ask and briefly discuss:

Q *What are some of the things I told in this true story about my friend?*

2 Choose Ideas and Tell Stories Orally

Explain that now the students will each choose a friend from their lists and write a story about them. If the student began a story in the previous lesson, they may continue it or choose another friend to write a story about. They will share their stories with the class later in the week. Ask the students to think quietly for a moment about the following question:

Q *What friend will you write about today?*

Without discussing the previous question as a class, use “Think, Pair, Share” to discuss:

Q *What are some things you might write about your friend? [pause] Turn to your partner.*

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

Students might say:

"One of my friends is Kofi from aftercare."

"We like to play games after school. I'll write about that."

"My friend lost her dog and we had to find it. I can write about that."

"I could make up a story about the two of us being famous singers."

WRITING TIME

3 Write About a Friend

Have the students return to their seats and turn to the first blank page in their notebooks. Give them a few moments to get settled, and then signal for them to begin writing quietly. Remind the students to double-space as they write and review that when they are spelling an unfamiliar word, they can listen for the sounds in the word and use the spellings they know for each sound to spell the word.

Have the students work independently for 15-20 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer individually with the students to learn more about their cultures, background knowledge, interests, and writing habits. As you confer, refer to "Conference Record 1" and document your observations for each student. Ask questions such as:

- Q *What do you like to do outside of school?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Consider asking your English learners additional questions to gain a better understanding of each student's literacy experiences in their home language:

(continues)



EL Note

You might allow the students to quickly **draw or sketch** their ideas before they write. Invite them to share with you what their drawing is about and, if necessary, **write key words or phrases** on self-stick notes for them to use in their writing.



Teacher Note

Notice that the amount of time spent writing independently is getting longer. Lengthen the time more gradually, if necessary, according to your students' needs. The goal is for the students to be able to write independently for 20 minutes by the end of Unit 1.

TEACHER CONFERENCE NOTE *(continued)*

- Q *What language(s) do you speak or hear spoken at home?*
- Q *Do you have books or magazines in those languages? If so, tell me about them.*
- Q *Do you or anyone you know write in those languages? If so, what do you or others write?*

Signal to let the students know when Writing Time is over. Ask them to reread their stories and check that they capitalized the first letter of names and sentences and used correct ending punctuation. Give the students a moment to make corrections as needed.

REFLECTING**4 Reflect on Strategic Spelling and Working Responsibly**

Ask and briefly discuss:

- Q *What is one word that you weren't sure how to spell? What did you do to try to spell it?*

Without mentioning any of the students' names, describe some responsible behaviors you noticed during Writing Time, and then ask and briefly discuss:

- Q *What other responsible things did you do during Writing Time?*

Have the students put their notebooks in their desks. Explain that if they did not finish, they will have time to work on their stories in the next lesson.

EXTENSION**Browse Other Books by Meg Medina**

Gather the students with partners sitting together, facing you. Show the cover of *Evelyn Del Rey Is Moving Away* and remind the students that the author of this story is Meg Medina. Tell the students that when they enjoy an author's writing, they can look to see if the author wrote other books they might enjoy. Explain that today you will preview, or read a few pages from, some other books by Meg Medina to see if the students like them.

Teacher Note

Prior to doing this activity, locate two samples of Meg Medina's other picture books online to display and share with your students. You might search online using her other picture book titles: *Tía Isa Wants a Car* and *Mango, Abuela, and Me*.

Display the browser page that shows the first book you will share. Direct the students' attention to the image of the cover and explain that this is the cover of the book. Read the title and the author's name aloud. Navigate to the first pages of the story and read the available pages aloud. Then ask and discuss:

Q *What do you think about this book so far?*

Q *Would you like to finish reading this book? Why?*

Follow the same procedure to share and discuss the second book sample. Show the covers of the books you previewed. Ask and briefly discuss:

Q *Which book would you most like to finish reading?*

Students might say:

"I would like to finish reading *Mango, Abuela, and Me* because it reminds me of how I met my grandma for the first time. She is from Ethiopia and there are some words she doesn't understand in English, like the grandma in the book."

"I'm really interested in *Tía Isa Wants a Car*. I want to find out if she finally saves up the money to buy the new car she always wanted."

Find or order copies of the titles you previewed and set aside time in the coming days to read these books aloud to the class. Encourage the students to write about which Meg Medina book they enjoyed the most or about how they are similar to or different from *Evelyn Del Rey Is Moving Away*.



EL Note

You might **provide the prompts** "I think this book is . . ." and "I would/ would not like to finish reading this book because . . ." to help the students verbalize their answers to the question.

DAY 3: Adding Sensory Details

IN THIS LESSON, THE STUDENTS:

- Identify and discuss sensory details to informally explore author's craft
- Finish stories to develop their topic and prepare to share with the class
- Reread their stories and add sensory details to help readers imagine the story
- Practice self-management and self-discipline by working responsibly

GETTING READY TO WRITE

1 Explore Sensory Details in *Evelyn Del Rey Is Moving Away*

Gather the class with partners sitting together, facing you. Show the cover of *Evelyn Del Rey Is Moving Away* and remind the students that

Materials


- *Evelyn Del Rey Is Moving Away*
- *Student Writing Handbooks*, page xx
- "Sensory Details" chart
- Model story chart from Day 2
- "Conference Record 1" (A)

they listened to this story earlier. Explain that today you will read part of the story again and the students will listen for sensory details the author uses to help readers imagine the story.

Ask the students to close their eyes and make a picture in their minds as you read the following passage from *Evelyn Del Rey Is Moving Away* aloud twice, omitting the descriptive language as shown below:

p. 5 “So I ~~bundle up and~~ cross the street. A big van with its mouth wide ~~open~~ is parked at the curb, ready to [take] ~~gobble up~~ Evelyn’s mirror with the ~~stickers around the edge~~, her easel for ~~painting on rainy days~~, and the sofa that we ~~bounce on to get to the moon~~.”

Have the students open their eyes and ask:

 **Q** *What did you picture in your mind? Turn to your partner.*

Without sharing as a class, have the students close their eyes again and listen as you read page 5 of *Evelyn Del Rey Is Moving Away* aloud, this time including all the words. Ask:


 **Q** *What did you picture in your mind? Turn to your partner.*

After a few moments, signal for the students’ attention. Have a few volunteers share their thinking with the class. Remind the students that authors use *sensory details* to help their readers imagine seeing, hearing, smelling, tasting, or feeling something in a story. Explain that in the first passage you read, many of the sensory details were taken out.

Distribute a *Student Writing Handbook* to each student and explain that it contains information that will help the students with their writing this year. Ask each student to write their name on the inside front cover of the handbook.

Show “Excerpt from *Evelyn Del Rey Is Moving Away*” on page 1 of the *Student Writing Handbook* and have the students open to the same page. Explain that an *excerpt* is part of a longer text. Tell the students that this is the part of *Evelyn Del Rey Is Moving Away* that you just read.

Have the students follow along in their handbooks as you reread the passage aloud. Use “Think, Pair, Share” to discuss:

 **Q** *What words help you get a picture in your mind? [pause] Turn to your partner.*

After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class. As they mention a word or phrase, underline it in the excerpt and add it to the “Sensory Details” chart.

Students might say:

“The words ‘bundle up’ make me picture Daniela with a hat, a scarf, and a big jacket.”

 **EL Note**

You might **provide the prompt** “I pictured . . .” or “I imagined . . .” to help students verbalize their answers to the question.

 **EL Note**

You might **demystify language** by explaining that when the author says the van has a *mouth* that is ready to *gobble up* Evelyn’s things, the author is comparing the moving van to a person or animal that uses its mouth to eat. Show the illustration on pages 4-5 and invite the students to discuss why they think the author chose to use this language to describe the moving van.

"The words 'mouth wide open' make me imagine a big opening in the van and lots of furniture and boxes inside it."

"I picture a mirror with a lot of colorful decorations from the words 'stickers around the edge.'"

2 Model Rereading to Add Sensory Details

Direct the students' attention to the model story chart from Day 2 and explain that you will read the story aloud. Tell the students that as you read, you want them to listen for where you might add sensory details.

Read the story aloud, and then use the students' suggestions (as well as your own ideas) to add words to the story. Review that you are using a *caret*, or a small arrow, to show where you add new words in the space above each line.

You might say:

"I'll add the word *dark* with a caret, or small arrow, to describe Emily's hair. Now I will add that her eyes *twinkle like stars*. I'll also use the word *colorful* to tell about how our skirts look. The word *gracefully* will help the reader get a picture of our hands as they tell a story. Last, I'll add the sound we make when we beat our gourd."

Reread your revised story aloud.

My friend Emily lives down the street from me. Emily is taller than I am. She has ^{dark,} curly hair and brown eyes. We have fun doing things together.

One thing we like to do is dance the hula. When we practice, we wear ^{colorful} skirts that sway to the music. Our hands move ^{gracefully} to tell a story.

Sometimes we beat a gourd that sounds like a drum. ^{Thump, tah tah!}

WRITING TIME

3 Finish Writing Stories

Explain that today the students will spend 10-15 minutes finishing their stories. Then they will reread their stories and add sensory details. Remind them to spell unfamiliar words by listening for the sounds in words and using the spellings they know for each sound to spell the words.

Have the students return to their seats and write quietly for 10-15 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer individually with the students to learn more about their cultures, background knowledge, interests, and writing habits. As you confer, refer to “Conference Record 1” and document your observations for each student. Ask questions such as:

- Q *What do you like to do outside of school?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Consider asking your English learners additional questions to gain a better understanding of each student’s literacy experiences in their home language:

- Q *What language(s) do you speak or hear spoken at home?*
- Q *Do you have books or magazines in those languages? If so, tell me about them.*
- Q *Do you or anyone you know write in those languages? If so, what do you or others write?*

4 Reread Stories and Add Sensory Details

Signal for the students' attention. Ask them to reread their stories quietly and to look up when they are finished. When most students have finished reading, explain that you will ask them two questions to help them think about sensory details they can add to their stories.

Ask the following questions, one at a time, pausing after each question (without discussing it) to give the students time to think:

- Q *Where might you add a word or words to describe what something looks like?*
- Q *Where might you add a word or words to describe what something sounds like?*

Give the students a few moments to add sensory details to their stories. Remind them to use carets, as you did earlier in your modeling, to show where they added words to their stories.

SHARING AND REFLECTING

5 Reflect on Adding Sensory Details and Working Responsibly

Ask and briefly discuss:

- Q *What is a sensory detail that you added to your story? Read that sentence to us.*
- Q *What did you imagine [seeing/hearing] when you listened to [Kaamil's] sentence?*

Add any new sensory details the students share to the “Sensory Details” chart.

Without mentioning any of the students' names, describe some responsible behaviors you noticed today. Explain that in the next lesson partners will share their stories with each other.

EXTENSION

Explore Shades of Meaning in *Evelyn Del Rey Is Moving Away*

Gather the students sitting, facing you. Show the cover of *Evelyn Del Rey Is Moving Away* and remind the students that they listened to this story earlier. Review that Meg Medina uses sensory details to help readers imagine the story.

EL Note

You might encourage the students to first mark with a self-stick note where in their story they want to add a word. Then **ask additional questions** such as:

- Q *What word might you add to describe how [the dog] looks?*
- Q *What word might you add to describe how [the water] sounds?*

Teacher Note

Remember that your students may or may not be able to add sensory details to their writing at this point. This is to be expected. They will learn this with practice over time.

Explain that as you reread part of *Evelyn Del Rey Is Moving Away* today, you would like the students to think about the words the author uses to describe Evelyn and Daniela's actions. Without showing the illustrations, read pages 6-9 aloud, slowly and clearly. Ask and briefly discuss:

Q *What do Evelyn and Daniela do when they get to Mr. Miller's door?*

Reread the first sentence on page 9, then have the students discuss the following question with the person sitting next to them:



Q *How do you imagine Evelyn and Daniela moving? What word or words help you imagine that? Turn to your partner.*

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

Students might say:

"I picture them moving very carefully, maybe on their tiptoes."

"It says they sneak past his door, which makes me picture them bent down a little and trying to hide."

"I imagine them moving slowly and silently because it says Mr. Miller is grouchy."

Ask and briefly discuss:

Q *Imagine that the author used the word walk instead of sneak in this sentence. How would the meaning of the sentence change?*

If necessary, explain that if the author used the word *walk* instead of *sneak*, the meaning of the sentence would not change, but the word *sneak* helps us imagine Daniela and Evelyn walking very quietly and secretly so that Mr. Miller would not notice them.

Write the words *walk* and *sneak* where everyone can see them. Explain that these words are *verbs*, or words that tell what someone or something does or is. Invite the students to share any similar verbs the author could have used to tell how Daniela and Evelyn move in this sentence (e.g., *tiptoe*, *creep*, *slide*) and add them to the list. Using each of the students' suggestions, replace the verb *sneak* in the sentence, read it aloud, and invite a volunteer to act out the new sentence.

If time permits, repeat this procedure to have the students discuss the word *whirling* on page 19 and think about how the meaning would change if the author used the word *turning* instead.

Point out that because the meanings of some words are very similar, the words we choose in our writing can change how readers imagine the story. Encourage the students to think about how they might use any of the words they discussed today in their own writing.



EL Note

You might invite a volunteer to **act out** the meaning of the word *sneak* for the rest of the group. If necessary, **clarify vocabulary** by explaining that *sneak* means to move quietly and secretly.



Teacher Note

If you created a "Verbs We Know" chart (see the "Play Verb Charades" extension on page 46), add any verbs the students discuss to the chart.

DAY 4

Sharing as a Community

IN THIS LESSON, THE STUDENTS:

- Share their writing in pairs to get to know one another and establish an authentic purpose for writing
- Write freely to build motivation for and develop an enjoyment of writing
- Develop communication and relationship skills by using the prompt “I like your story because . . .” to express interest in one another’s writing

GETTING READY TO SHARE

1 Teach the Prompt “I Like Your Story Because . . .”

Have the students bring their writing notebooks and gather with partners sitting together, facing you. Ask them to place their notebooks on the floor in front of them. Review that in a writing community authors share their writing. Remind the students that they previously learned the prompt “I found out . . .” to show that they are interested in other people’s writing. Explain that today you will teach them another prompt that they can use to express what they like about someone else’s writing.

Write the prompt *I like your story because . . .* where everyone can see it. Point to the prompt and have the students read the words aloud with you.

Have a volunteer read their story to the class. Ask and discuss:

Q *What might you tell [Gene] that you like about their story?*

Encourage the students to use the prompt as they respond.

SHARING TIME

2 Share Stories in Pairs

Explain that partners will take turns reading their stories to each other and using the prompt “I like your story because . . .” to tell their partners something they liked.



Have partners share and discuss their stories. When most of the pairs have finished sharing, signal for the students’ attention and ask:

Q *What did your partner say they liked about your story?*

Have a few volunteers share their thinking with the class.

Materials

- “Conference Record 1” (A)



Teacher Note

You might need to remind the students that giving their full attention to the person who is speaking means they are not handling their writing notebooks.

REFLECTING

3 Reflect on Expressing Interest

Ask and briefly discuss:

- Q *How did you show you were interested in your partner's story today?*
- Q *How does it help authors when you tell them what you like about their stories?*

FREE WRITING TIME

4 Write Freely

Explain that the students will now have some time to write freely about anything they choose. Tell them that if they need help thinking of an idea to write about, they can look at the lists they wrote in the writing ideas section of their notebooks or draw a picture and then write about it. Ask:

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

When most pairs have finished talking, signal for the students' attention. Have a few volunteers share their ideas with the class. Have the students begin to write. Join them in writing for a few minutes, and then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer individually with the students to learn more about their cultures, background knowledge, interests, and writing habits. As you confer, refer to "Conference Record 1" and document your observations for each student. Ask questions such as:

- Q *What do you like to do outside of school?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*

(continues)

TEACHER CONFERENCE NOTE *(continued)*

Q *How do you want to improve as a writer this year?*

Consider asking your English learners additional questions to gain a better understanding of each student's literacy experiences in their home language:

Q *What language(s) do you speak or hear spoken at home?*

Q *Do you have books or magazines in those languages? If so, tell me about them.*

Q *Do you or anyone you know write in those languages? If so, what do you or others write?*

Signal to let the students know when Free Writing Time is over.

DAY 5: Writing Complete Sentences**IN THIS LESSON, THE STUDENTS:**

- Discuss model sentences to explore the parts of a complete sentence
- Write complete sentences by using a subject that tells who or what is doing or being something and a predicate that tells what the subject is doing or being
- Practice self-management and self-discipline by working responsibly

ABOUT TEACHING GRAMMAR AND CONVENTIONS

The *Being a Writer* program supports students' acquisition of grammar, usage, and mechanics skills by explicitly teaching the conventions of written English within the core writing lessons as well as through lessons that focus specifically on grammar and conventions, which appear in many weeks of the program.

These grammar and conventions lessons provide the students with the opportunity to analyze model sentences from the unit's mentor texts and think deeply about the purpose and effect of the author's writing choices. As the students analyze authors' writing at the sentence level, they discuss the meaning of the sentence, the function of grammatical elements within the sentence, and how writing mechanics, such as punctuation and capitalization, interact to convey meaning and engage readers (Graham et al. 2012). The students then apply what they learn by writing shared sentences and constructing their own sentences in their *Student Writing Handbooks*. The skills and conventions taught in these lessons are reinforced through ongoing teacher modeling and class discussions, during individual writing conferences, and throughout the revision and proofreading phases of the writing process (starting in Unit 3). For more information, see "TK: Teaching Grammar and Conventions" in the Program Overview of the *Implementation Handbook*.

Materials

- *Evelyn Del Rey Is Moving Away*
- "Week 4 Model Sentences" (P)
- *Student Writing Handbooks*, page xx
- "Class Assessment Record 4" (A)

GETTING READY TO WRITE

1 Review *Evelyn Del Rey Is Moving Away*

Gather the class with partners sitting together, facing you. Tell the students that this year they will read and discuss specific sentences from the texts they have listened to and think about what authors do to help readers understand and enjoy their writing. Then the students will use what they learn in their own writing. Explain that today they will discuss a sentence from the text *Evelyn Del Rey Is Moving Away*.

Show the cover of *Evelyn Del Rey Is Moving Away* and remind the students that they listened to this story earlier. Ask:



Q *What do you remember about this story? Turn to your partner.*

When most pairs have finished talking, signal for the students' attention. Have a few volunteers share their ideas with the class.

2 Discuss a Sentence from the Story

Tell the students that today they will discuss the parts of a complete sentence and explain that a *sentence* is a group of words that tells a complete thought.

Explain that you will read aloud a page from the book *Evelyn Del Rey Is Moving Away* and then discuss one of the sentences on that page. Read aloud page 26 of the book while showing the illustration. Then display the projectable “Week 4 Model Sentences” with only the first sentence showing.

Point to the sentence and read it aloud; then have the students read it aloud with you. Explain that complete sentences tell who or what is doing or being something. Ask and discuss as a class:

Q *Who is doing something in this sentence? Which words tell us that?*

Have a volunteer share their thinking. Tell the students that the part of the sentence that tells who or what is doing or being something is called the *subject*. Explain that the subject of a sentence includes a *noun*, or a word that names a person, place, or thing, or a pronoun, like *he*, *she*, *they*, or *it*, that takes the place of a noun. Tell the students that *Evelyn Del Rey* is a proper noun (the name of a specific person) and is the subject of this sentence. Underline the name *Evelyn Del Rey* and label it with the word *subject* (see the diagram in Step 3).

Teacher Note

You might remind the students that the first letter of a sentence is always capitalized and that we always capitalize names of people. Point out that *Evelyn Del Rey* is Evelyn's full name, so the first letter in each word in her name is capitalized.

Tell the students that complete sentences also tell what the subject is doing or being. Point to and reread the sentence; then ask:

Q *What is Evelyn Del Rey, the subject of the sentence, doing? Which words tell us that?*

Have a volunteer share their thinking. Explain that we call the part of the sentence that tells what the subject is doing or being the *predicate* of the sentence. The predicate always includes a *verb*, or a word that tells what someone or something does or is. Point to and read aloud the words *is moving away* and tell the students that this is the predicate of the sentence and that *is moving* is the verb. Circle the phrase *is moving away* and label it with the word *predicate*.

Reread the sentence aloud and have the students reread it aloud with you. Tell the students that now you are going to remove some of the words. Cover the words *is moving away* and read aloud the remaining words (*Evelyn Del Rey*). Ask:

Q *When I remove [is moving away], how does the meaning change? Turn to your partner.*

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

Students might say:

"It just tells us Evelyn's name."

"It doesn't tell us what Evelyn does."

"I don't think it's a complete sentence because now it's just a name."

If necessary, explain that the words *Evelyn Del Rey* do not make a sentence by themselves. They tell us who the subject is but not what the subject does. The words *Evelyn Del Rey* do not express a complete thought.

Repeat this procedure to have the students discuss how the meaning changes when you cover just the words *Evelyn Del Rey*. If necessary, explain that the words *is moving away* are not a sentence by themselves because they do not tell us *who* is moving away. Point out that when we write complete sentences, we help readers understand our writing.

3 Discuss a Second Sentence

Direct the students' attention to the projectable "Week 4 Model Sentences" and show both sentences. Point to the second sentence as you read it aloud; then have the students read it aloud with you. Ask and briefly discuss:

Q *Who is the subject of this sentence, or who is doing or being something? Which words tell us that?*

Q *What does this sentence tell us about Evelyn and Daniela?*

EL Note

Be aware that in some students' home languages (such as Spanish, Russian, and Tagalog), the verb may precede the subject in sentences. Explicitly point out that in English, the subject usually precedes the predicate (with the exception of questions and sentences that start with *here* or *there*, for example). Labeling the subject and predicate in each of the sentences you discuss today will **provide written reinforcement** for and support the students' understanding of this structure.

Teacher Note

You might point out that sometimes the subject of a sentence is implied and does not include a noun. For example, in the following imperative sentences, the subject (*you*) is implied:

- *Run!*
- *Remember to bring your backpack to school.*
- *Be careful.*

While you do not need to explain this in detail in this lesson, look for opportunities to discuss sentences like these with the students whenever you encounter them in texts.

Teacher Note

Seeing and discussing a second sentence will deepen the students' understanding of complete sentences and will help them apply their learning when writing a shared sentence in Step 4 and their own sentences in Step 5.

Point out that this sentence tells us what Evelyn and Daniela are (rather than what they do)—Evelyn and Daniela *are sad*. Underline the phrase *Evelyn and Daniela* and label it with the word *subject*. In the same way, circle the phrase *are sad to say goodbye* and label it *predicate*.

Week 4 Model Sentences

subject predicate
 Evelyn Del Rey is moving away.

subject predicate
 Evelyn and Daniela are sad to say goodbye.

Reread both sentences aloud. Then use “Think, Pair, Share” to have the students discuss:

Q *How are these sentences the same? How are they different?* [pause] *Turn to your partner.*

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

Students might say:

“The second one is longer.”

“Both sentences make sense.”

“The second one is about two people, not just one.”

Tell the students that now you are going to change the second sentence by removing some of the words. Reread the sentence aloud and have the students reread it aloud with you. Then cover the words *to say goodbye* and reread the new sentence aloud. Ask:

Q *When I remove “to say goodbye,” how does the meaning change? Turn to your partner.*

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

Students might say:

“I still know who the sentence is about and how they feel.”

“It tells us they are sad, but it doesn’t tell us why.”

Teacher Note

If the students struggle to answer the questions, offer suggestions like those in the “Students might say” note.

Ask:

Q *Do you think this is still a complete sentence? Why or why not?*

Have a few volunteers share their thinking with the class. If necessary, point out that this is still a complete sentence because it has a subject with a noun and a predicate with a verb. The author could have just said that Evelyn and Daniela are sad but added the details *to say goodbye* to the predicate to tell us more about *why* they are sad.

WRITING TIME

4 Write a Shared Sentence

Tell the students that now they will help you write a complete sentence like the two sentences they just discussed. Probe the students' thinking by asking and discussing questions such as:

Q *Who or what will be the subject of my sentence, or who or what will do or be something in my sentence?*

Q *What will my sentence say about what [my cousin] is doing or being?*

Using the students' ideas, write a sentence where everyone can see it (e.g., *My cousin opened the door.*). As you write, point out that you are capitalizing the first word of the sentence and using a period at the end.

Read the sentence aloud and then have the students read the sentence with you. Point out that this sentence has a subject with a noun that tells who does something (e.g., *my cousin*) and a predicate with a verb that tells what the subject is doing (e.g., *opened the door*). Label each part of the sentence.

Explain that now the students will write their own complete sentences.

5 Write Complete Sentences

Have the students get their *Student Writing Handbooks* and pencils and sit at desks with partners together. Ask the students to open their *Student Writing Handbooks* to the section called "My Sentences" and explain that this is where they will practice writing sentences this year. Then ask them to turn to page 3, "Writing Complete Sentences." Read aloud the statement below the title and have the students read it aloud with you: *I write sentences with a subject that tells who or what is doing or being something and a predicate that tells what the subject is doing or being.* Point out that the model sentences they discussed today are also on this page and there are lines where the students will write their sentences.



Teacher Note

Keep the projectable "Week 4 Model Sentences" displayed for the students to refer to during this lesson.



Teacher Note

Keep the shared sentence visible for the students to refer to in Step 5.



Teacher Note

The verb *open* is a transitive verb that requires a direct object. If it arises, you might point out that if you removed the words *the door*, the sentence would include a subject and a verb, but it would not tell a complete thought.

 **EL Note**

You might encourage the students to **verbally rehearse** their sentence with their partner or with you before writing.

 **Teacher Note**

Help the students write simple complete sentences by encouraging them to write in a similar pattern as the shared sentence. In the Unit 2, Week 3 lesson, “Expanding Complete Sentences,” the students will practice telling more by adding details to complete sentences (i.e., where, when, why, how, with whom, or with what).

The “**Grammar Guide**” section of the *Student Writing Handbook* is a reference that the students can use when writing throughout the year. You might show this section to the students and encourage them to refer to “Sentences” on page xx as they write their sentences today.

Explain that you will ask some questions to help the students think about what to write in their sentence and they will talk with their partners about their ideas. Ask the following questions one at a time:



Q *Who or what will be the subject of your sentence? Who or what will be doing or being something? Turn to your partner.*

Q *What will your sentence say about what the subject is doing or being? Turn to your partner.*

Without sharing as a class, give the students 5–10 minutes to write their sentences.

As the students write, walk around and observe, assisting them as needed. Remind them to capitalize the first letter of names and of sentences and to use correct ending punctuation. Review that when spelling unfamiliar words, they should listen to the sounds in the words and use the spelling-sound relationships they know to help them spell the sounds.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write a sentence with a subject and a predicate?
- Do they capitalize the first letters of sentences and use correct ending punctuation?
- Do they capitalize names?
- Do they attempt to spell unfamiliar words by listening to the sounds in the words and using the spelling-sound correspondences they have learned to help them spell the sounds?

Support any students who struggle by working closely with them to guide their writing. Make a note of any students who struggle and plan to focus part of your next writing conference on helping each of them apply this convention in their writing. Alternatively, consider reteaching this lesson to a small group of students using the additional sentences provided in the last Teacher Note in the last step.

Document your observations on “Class Assessment Record 4.”

Signal to let the students know when Writing Time is over.

SHARING

6 Share Sentences

Have the students read their sentences quietly to themselves to be sure they include a subject that tells who or what is doing or being something and a predicate that tells what the subject is doing or being.

Invite a few volunteers to read their sentences aloud. Encourage the students to always check for complete sentences in their writing and to notice them in their reading.

Teacher Note

To provide additional practice with writing complete sentences, consider reteaching this lesson using the following sentences:

- *Evelyn and Daniela are best friends.*
- *The dog runs in the street.*

EXTENSION

Discuss the Students' Writing Goals and Interests

Gather the class with the students sitting, facing you. Remind the students that during individual writing conferences over the past two weeks, you asked the students questions about their ideas and feelings about writing. Tell the students that you learned a lot about what the class is interested in writing about during the *Being a Writer* lessons as well as how each student wants to improve as a writer.

You might say:

"Many of you said that you were interested in writing reports this year. We'll spend time learning how to research a topic, take notes, and then organize your notes into a report. Some of you said that you'd like to learn how to use dialogue in your writing, and others said that they would like to practice writing poems. I also learned that a few students are going to try to write longer stories this year."

Explain that you will use this information to make sure that everyone has fun writing this year. Ask and briefly discuss:

- Q *What do you want to do better as a writer this year?*
- Q *What are you excited to write about this year?*

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-Unit Considerations."

Teacher Note

Prior to moving on to the next unit, you might review the students' responses to the questions on the "Conference Record 1" to identify patterns across the members of the class, as well as individual comments that stand out to you. After analyzing the students' responses, you might facilitate a class discussion about what you learned about them as writers and how you plan to build their love of writing over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Writing Goals and Interests."