

Grade 2
English Language Arts
Unit 2: Use Your Thinking Cap

Time Frame: Approximately five weeks



Unit Description

This unit focuses on critical thinking skills, including identifying cause and effect relationships, making predictions, inferring, and comparing and contrasting. Many activities from Unit 1 should be continued throughout the year.

Student Understandings

Students think about how texts are written. Students work on comprehension skills by identifying and discussing cause and effect relationships, making predictions, and comparing and contrasting elements of stories. Students respond orally and in writing, including using graphic organizers (story maps, webs, Venn diagrams, lists, and charts).

Guiding Questions

1. Can students read and comprehend text?
2. Can students compare and contrast the story elements of two different stories?
3. Can students make inferences about texts?
4. Can students ask how and why questions about texts?
5. Can students communicate ideas and information from text in oral presentations or as projects?

Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text and Benchmarks
04.	Use knowledge of base words to interpret meaning of unfamiliar words (e.g., heat/preheat) (ELA-1-E1)
05.	Determine word meaning and appropriate word choices using references aids, including dictionaries and thesauruses (ELA-1-E1)
08.	Identify story elements, including effects of setting on events and characters (ELA-1-E4)
10.	Retell a story in sequence including main idea and important supporting details (ELA-1-E5)
14.	Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses (ELA-6-E1)

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17c.	Demonstrate understanding of information in texts by making simple inferences about information in texts (ELA-7-E1)
17d.	Demonstrate understanding of information in texts by self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
20b.	Apply basic reasoning skills, including asking questions about texts read independently including <i>why</i> and <i>how</i> (ELA-7-E4)
23a.	Develop compositions of one or more paragraphs using writing processes such as the following independently generated ideas for writing by using various strategies (e.g., listing, brainstorming, drawing). (ELA-2-E3)
23b.	Develop compositions of one or more paragraphs using writing processes of creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing. (ELA-2-E3)
23c.	Develop compositions of one or more paragraphs using the writing process such as the following: writing a first draft with a developed beginning, a middle, and an end (ELA-2-E3)
30a.	Write using standard English structure and usage, including subject-verb agreement in simple and compound sentences.(ELA-3-E3)
30b.	Write using standard English structure and usage, including past and present verb tense (ELA-3-E3)
30c.	Write using standard English structure and usage, including noun and pronoun antecedent agreement (ELA-3-E3)
30d.	Write using standard English structure and usage, including transitional words and conjunctions in sentences. (ELA-3-E3)
31.	Distinguish between a sentence and a sentence fragment. (ELA-3-E3)
33a.	Spell grade-appropriate words with short vowels, long vowels, r-controlled vowels, and consonant-blends. (ELA-3-E5)
35.	Use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes) (ELA-3-E5)
38	Adjust speaking tone and volume to suit purpose, audience, and setting (ELA-4-E3)
40a.	Tell and retell stories with sequential order, including setting, character, and simple plot (ELA-4-E3)
40b.	Tell and retell stories with supportive facts and details from the story (ELA-4-E3)
40c.	Tell and retell stories with explicit and implicit main ideas (ELA-4-E3)
41.	Adjust language during a presentation in order to inform or explain to a specific audience (ELA-4-E4)
44.	Use active listening strategies, including asking for clarification and explanations (ELA-4-E5)
52.	Use technology to publish a variety of works, including simple research reports and book summaries (ELA-5-E4)
ELA CCSS	
CCSS#	CCSS Text
Reading Standards for Literature	
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine

	their central message, lesson, or moral
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Reading Standards for Informational Text	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8	Describe how reasons support specific points the author makes in a text.
Reading Standards: Foundational Skills	
RF.2.3a, b, c, d, e, f	Know and apply grade-level phonics and word analysis skills in decoding words. a. distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4a, b, c	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Speaking and Listening Standards	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language Standards	
L.2.4a, b, c, d, e	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>, <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5a, b	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Sample Activities

Activity 1: Independent Reading (Ongoing) (CCSS: RF.2.4 a, RF.2.4b, RF.2.4c)

Materials List: classroom library and books from the school library as needed

Independent reading is anytime a student reads grade-level text alone with purpose and understanding. Independent reading may take place at various times of the day but should be included as a daily activity. Drop Everything And Read is a way to make this part of the daily schedule. D.E.A.R. is a designated time reserved in the classroom schedule for both students and teachers to “drop everything and read.” As D.E.A.R. time approaches, have students put away content materials and take out their reading material. Direct students to read silently or softly to a partner for a designated time. Independent reading supplements the standard reading program by encouraging students to read with sufficient accuracy and fluency to support comprehension. D.E.A.R. time provides an

opportunity for students to read with purpose and expression and to use context to confirm or self-correct word recognition and understanding with rereading as necessary.
Note: Although students should be given freedom to make their selections for independent reading, monitor to ensure that students have made choices within their readability level

Activity 2: Vocabulary Development (Ongoing) (CCSS: RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, L.2.4a, L.2.4b, L.2.4c, L.2.4d, L.2.4e, L.2.6, SL.2.6)

Materials List: read-aloud book, charts, word wall, paper for vocabulary cards, binder or folder

Repeat this activity throughout the year. Read a book aloud to students. Point out predetermined unfamiliar vocabulary words from the story that could be used as either nouns or verbs depending on the context in which they are used. Have students infer the meaning of these unknown, multiple-meaning words and/or phrases. After reading the story aloud, have students collaboratively confirm the meanings of the words and determine if they are used as nouns or verbs in the story. Listed below are activity variations that develop vocabulary acquisition:

- Record vocabulary words on a special word wall for use during writing.
- Have students create complete sentences during shared and independent writing to provide details or clarification.
- Have students create a personal or class dictionary that can be referred to easily.
- Collaborate with students to make a *word grid* ([view literacy strategy descriptions](#)) in the form of a tally chart to record usage of the multiple-meaning words selected from texts (see the example below). Have students decide how each vocabulary word is used in context and place a check appropriately. Using the words from the grid, have students construct new sentences using each word in its alternate form, or the word with both usages may be recorded in a class dictionary for future reference.

Vocabulary Word	Noun	Verb
whisper		√
spring	√	
station		√
respect	√	

Activity 3: Writing/Grammar (Ongoing) (GLEs: 23a, 23b, 23c, 30a, 30b, 30c, 30d, 31, 33a, 35; CCSS: W.2.2)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs

Conduct writing/grammar lessons daily. The instruction of writing/grammar takes many different forms, enabling teachers to address the conventions of writing (spacing, directionality, and letter formation), mechanical features of writing (spelling, capitalization, punctuation), and grammatical choices. Grammatical choices should include a greater variety of action and descriptive words when writing for a specific purpose or audience, etc.

- Use guided writing to teach a specific skill or strategy to the whole class, small groups, or the individual. In this process, students compose one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end. Provide support through mini-lessons and conferences. Include an informative/explanatory composition that requires a clearly introduced topic, uses facts and definitions to develop points, and provides a concluding statement.
- The “weekend story” is a powerful guided writing activity that is usually conducted on the first day of each week. Lead the students in a discussion about their weekend experiences. Ask leading questions to help students independently generate ideas for writing. Guide students to focus on their topic and list specific details about their weekend. Conference with individual students to strengthen writing as needed by revising and editing. Direct students to provide a concluding statement for their compositions. Each week, conduct a mini-workshop to help improve writing skills. Topics for mini-workshops could include focus skills, such as stating the main idea using a title, brainstorming ideas on a topic, creating a web to organize thinking, incorporating descriptive language, indentation of first lines of paragraphs, capital letters, punctuation, subject-verb agreement, distinguishing between complete and incomplete sentences, using past and present verb tenses, noun and pronoun antecedent agreement, transitional words, and conjunctions. Encourage students to use multiple spelling strategies to spell words with short vowels, long vowels, r-controlled vowels, and consonant-blends, grade-level phonics, and word analysis. Also, direct students to refer to word walls and word lists and think about base words and affixes to assist them in correct spellings. Encourage the inclusion of facts and definitions to develop points in students’ writing. Create a rubric specific to the workshop focus for both teacher and students to monitor progress. See Writing Rubric BLM from Unit 1.
- After reading a new story, have small groups collaborate to build a *text chain* ([view literacy strategy descriptions](#)) by recounting lines from the beginning, middle, and ending of the story. Have students make sure lines are put in sequential order with a logical beginning, a middle, and an end. Following is a sample scenario: Using William Steig’s *Sylvester and the Magic Pebble*, initiate the process by writing a sentence that summarizes the beginning of the story, such as “The story begins when Sylvester the donkey finds a magic pebble.” Ask students to provide additional lines from the middle of the story. For example: Student 1, “When Sylvester is frightened by a lion, he wishes he was a rock.” Student 2, “Sylvester drops the magic pebble when he is turned to stone.” Student 3, “His parents worry about Sylvester until finally, after a long time, they go to the meadow for a picnic and find the magic pebble.” Student 4, “They put the pebble on the big rock that is really Sylvester, and he wishes to be himself again.”

Student 5, “Just like magic, Sylvester comes back and the story ends with one big happy family.” Have students use a paper folded horizontally into six sections to write the events from the *text chain*. Present another book with obvious sequence, such as *The Blind Men and the Elephant*, or *The Six Chinese Brothers* and have small groups review events and construct *text chains*. *Text chains* should then be shown to the entire class and discussed. *Text chains* should be used when students write a first draft of their story.

- Independent writing is any time students write without receiving assistance from others. Have students select topics and be in charge of their own writing. Use independent writing exercises to practice writing skills and strategies that support reading development. Examples of a student’s writing may include journal entries, response logs, creative stories, and personal experiences. A Writer’s Workshop approach builds routine and confidence as student writing skills develop. Meet with individuals or small groups as needed to instruct and encourage thinking and using the writing process.

Activity 4: Anticipation (GLEs: 17c, 17d, 20b, 40b; CCSS: RL.2.3, RL.2.6, RL.2.7, RI.2.1, RF.2.4a, RF.2.4b, RF.2.4c)

Materials List: grade-level books from the classroom or school library, active board, document camera, overhead projector/transparencies or chart, Anticipation Guide BLM for each student, paper, pencils

For this activity, use stories that are unfamiliar to students but can be read fluently. Using an *anticipation guide* ([view literacy strategy descriptions](#)), lead students to make inferences about what is going to happen in a story by looking at the cover of the book and reading the title. Direct students to read aloud a list of teacher-generated statements about the story. Supply each student with a copy of the list. Prepare an overhead transparency, class chart, or copy for the document camera for class use. (Prepare the Anticipation Guide BLM beforehand and include some true as well as false statements about the book and places for the students to respond with “agree/disagree.”) Have students read each statement and indicate their initial responses by putting thumbs up for agreement or down for disagreement. Direct students to record their responses by checking in the appropriate box on the BLM. Then present the book as a read-aloud, or have students read with partners or independently. Allow time for a class discussion for students to ask and answer questions about their responses, including a discussion of the point of view of the characters and giving example statement showing how the characters respond to the major events in the story. Next, direct students to revisit their lists and revise their responses, if necessary, using information from the story. Guide students to turn the false statements into true statements by returning to the story for evidence as needed. For example, for the book *The Little Red Hen*, a statement might be, “In the end, the hen will share her bread.” After reading the story, students could change the statement to say, “In the end, the hen *did not* share her bread.” Have students participate in a class discussion to tell and retell supportive facts and details from the story. The *anticipation guide* strategy is especially useful for motivating reluctant and struggling readers because

engagement increases in and a focus for reading and learning is provided.

Activity 5: Book Clubs (GLEs: 38, 41, 48, 52; CCSS: RL.2.2, RL.2.5, RL. 2.6, RL.2.7)

Materials List: books of various reading levels from classroom or school library, *PowerPoint*® software (if available), paper bags, construction and regular paper, video camera if available, art supplies, Student Project Assessment BLM

For this activity, select a variety of books students can read fluently. This activity will be used throughout the year as appropriate. Assign students to small groups according to their reading ability. These small groups or “book clubs” are flexible groups that will meet to read, discuss, and analyze books. Analysis of books should include making inferences about various characters and events, predicting outcomes based on text evidence, and determining the central message, lesson or moral. Have students choose a book from a teacher-generated list with titles targeted to the students’ needs. A fun way to stimulate interest is to give the clubs names, such as the “Clifford Club,” the “Arthur Club” or the “Amelia Bedelia Club.” Provide a purpose for reading the selection that will help group members focus while reading. Have book clubs meet and work together daily. Monitor each group to coach and encourage as they read. After groups read and discuss their selection during book-club time, they will select and complete one or more activities listed below to use as props during oral reports of their book selection to the class. Require each project to include a description of how the beginning introduces the story and the ending concludes the action of the story. Some suggested projects could include the following:

- make an advertisement for the book with a poster or a *PowerPoint*® presentation
- create a flip book
- design and create a paper bag vests for each member of the club using different elements of the story for each vest
- prepare a dialogue from the story to present a staged reading in which group members speak in the voices of the different characters to acknowledge the differences in the points of view of the characters
- build a *text chain* ([view literacy strategy descriptions](#)) on which each group member writes and illustrates a different part of the story. Link the chain together in sequence showing the beginning, middle and end
- design and create character puppets and scenery to enhance class presentation
- video a news report or advertisement for the book
- create a diorama of the story
- compose a timeline for the story

When projects are ready for presentation, review with students the rules for giving oral presentations, such as speaking in a tone and volume suited to the audience, purpose and setting. Provide time for students to present their projects to the entire class and for full

class discussion of each project. Remind the audience to use active listening skills when watching the presentations. Use the Student Project Assessment BLM to assess this project.

Teacher Note: Teacher guidance will be needed for students to use technology such as PowerPoint.® This also should apply for any activity new to the student such as a flipbook.

Teacher Note: Careful attention should be given to the selection of decodable texts to accommodate the varied reading levels of the students. Texts should be selected so each student can read at his/her independent (95% accuracy) reading level.

Activity 6: Reader's Chair to Share (GLEs: 08, 14, 20b; CCSS: RL.2.2, RL.2.6, RL.2.7, RI.2.1, RI.2.6, RI.2.8, L.2.6)

Materials List: books of various reading levels from classroom or school library, special chair or place for sharing

Use this activity throughout the year as appropriate to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Have each student choose a book to share with the class. Monitor to be sure the choice is within each student's readability level. Provide an opportunity for each student to read his/her selection independently. Check with each student to be sure he/she has successfully completed the book. Have students take turns sitting in a designated "share chair" to give oral reports about the books they have read. Direct students to choose one of the following ways to report:

- lead the class on a picture walk that explains characters, setting and its effects on characters and plot points (i.e., Student shows pictures and either makes a comment or allows classmates to comment on the pictures.)
- read a favorite part, funny part or scary part, using different voices for each character when reading dialogue
- describe the characters, setting or problem
- describe the connection between a series of events in the story
- report how this story relates to real life and allow others to respond
- discuss the author's point of view (i.e., Tell why you think the author wrote this book.)
- compare and contrast the book with a similar one from a different culture

After each report, encourage other students to ask questions or tell how the story relates to their own life experiences. The classroom routine and time constraints will determine how many children will report each day.

Activity 7: The Riddler (GLEs: 17c; CCSS: RI.2.1, L.2.6)

Materials List: riddle books from the classroom library, school library and/or public library

Read riddles to the class for several days to help students become familiar with this genre and to pique student interest. Provide grade-appropriate riddle books from the public or school library for the students to read. Have students read aloud or retell riddles to the class while classmates guess or predict what the answers might be. Use the riddle format to teach students how to infer an answer from the information given in the text.

Encourage students to use the clues to make inferences to solve the riddle. Have students work independently, with partners, or in small groups to create original riddles to read with the class. By asking and answering simple questions, such as, *who, what, where, when, why, and how*, students can develop basic riddles and then add words or phrases acquired through conversations, their own reading or being read to to extend what they have written. Occasionally, use a “riddle of the day” and allow students to copy the riddle and write their answers in their journals. Allow time for students to share their responses with their classmates.

Activity 8: Creative Minds (GLEs: 10; CCSS: RL.2.2, RL.2.7, RI.2.1)

Materials List: comic strips from newspapers (collected and screened in advance), overhead projector/transparencies, document camera, crayons/markers, paper for creating student projects

Select an appropriate comic strip to place on the overhead/document camera for the students to see. Read it out loud and model the process of identifying the main idea. Use leading questions, such as the following: “Who are the characters in this comic strip?” “What actions are characters doing?” “Do you see a problem?” “Can you see a solution to the problem in any of the frames?” “Can we summarize what we see into a main idea sentence?” Then distribute grade-appropriate comics to student partners or small groups and have each read and identify the main idea. Have each pair or small group read their comic strip aloud to the class and ask classmates to identify the main idea. As an extension activity, assign student partners a grade-appropriate book to read and then create a comic strip that retells the main idea of the book. Have students show and read their comic strips with the class and then post them on a bulletin board in the classroom or in the hall.

Activity 9: Let's Solve It (GLEs: 10, 40a, 40b, 40c; CCSS: RL.2.2, SL.2.4)

Materials List: books of various reading levels from classroom or school library, chart paper, markers for each group, Let's Solve It BLM

In this activity, use books that are familiar to the students and can be read fluently. Prepare a collection of books with easily discernible problems or conflicts. Have students make a selection and work with a partner or small group to read and write down a retelling of the story in sequential order with a stated beginning, middle, and end, and including explicit and implicit main ideas, setting, characters, a simple plot, and important supporting details. Direct students to identify the problem in the story, brainstorm a list of alternative solutions to the problem, and present the list orally to the class. Direct students to focus attention on speaking in complete sentences when presenting the information. Have the class vote to determine the best alternative solution to the story problem. Use the Let's Solve It BLM for an assessment.

Activity 10: Questions (GLEs: 08; CCSS: RL.2.1, RL.2.7, RI.2.1, RI.2.3, RI.2.6, RI.2.8)

Materials List: book from classroom or school library and list of student names to monitor level of understanding

This activity will be used throughout the year as appropriate to show students the importance of asking questions during reading. Guide students to formulate questions about the story, characters, setting, etc. by modeling the genuine doubt good readers have about what will happen next in a story. Point out that questioning and anticipation motivate a reader to read and learn more. Demonstrate that the desire to know “what happens next” leads to formulating who, what, where, when, why, how questions, such as “Why did Jack continue to climb up the beanstalk, knowing this action was dangerous?” and “How did the giant’s wife help Jack?” Pause at appropriate times in a read-aloud to point out illustrations for students to examine, and prompt them to explain any connections between the illustrations and the characters, setting and plot. Ask students for any questions they may have concerning story elements and lead them to find answers. As the students are learning this procedure, guide them by providing “think aloud” questions. Conduct follow-up discussions in which students identify the main topic, cite key details that help establish the topic, and describe connections between a series of events. Keep a checklist of students who can appropriately formulate questions and recount supporting details from the text. As students become accustomed to this type of class discussion, develop an *SQPL* lesson (*Student Questions for Purposeful Learning*) ([view literacy strategy descriptions](#)).

Prepare a statement that is related to the story that will be read aloud. This statement should cause students to wonder, challenge or question what the story may be about. For example, using the book, *The Great Kapok Tree*, the statement might be “It is always a good thing to cut down trees to make lumber.” Present the statement and allow pairs to

make up two or three questions they hope to have answered when the book is read. Have each small group report their questions and record them on the board. Add additional questions if needed to make sure important information will be covered, including specific points the author makes in the text or answers, explanations, or descriptions the author gives. When all questions are posed and recorded, review the list orally with the class. Focus student attention on the statement as well as the list of questions. Next, read the story aloud. As the story unfolds and answers to questions arise, stop to let students discuss. At the end of the story, return to the original statement to allow an opportunity for students to restate earlier opinions that may have changed or been supported in the reading of the book. Use this technique throughout the year to enrich discussions and develop higher-order thinking skills.

Activity 11: Read On (GLEs: 20b, CCSS: RL.2.1, RL.2.7, RI.2.1, RI.2.2)

Materials List: Guided reading books or basal readers, student notebook or paper for recording questions, Who, What, When, Where, Why, and How? BLM

Model how to set reading goals and expectations for reading picture books and simple chapter books or basic informational texts. Have groups of four students read the same picture book, such as *Corduroy* or *If You Give a Mouse a Cookie* or simple chapter book, such as *Frog and Toad* or *Henry and Mudge*. Direct each student to independently generate his/her own *who, what, where, when, why* and *how* questions while reading. For ease in sharing with partners and in larger groups, have students record these questions on the Who, What, When, Where, Why, and How? BLM. Using the discussion technique *Think Pair Square Share* ([view literacy strategy descriptions](#)), have students think alone briefly then record their answers on their BLMs. Then pair students and direct them to compare their thoughts, questions, and answers. Next, direct the pairs to form groups of four to discuss their work briefly. Monitor discussions to be sure all students are participating. Encourage students to remain independent thinkers and avoid automatically adopting the answers of their partners. Monitor to ensure that students are noting the key details from the text read. Provide time for group members to report their work orally to the class or write a paragraph response. Use this to assess student understanding of key details from a text. Point out to students that repeated practice of this activity helps them develop an innate, self-questioning technique that comes naturally each time a new passage is read.

Activity 12: Compare and Contrast (GLEs: 14; CCSS: RL.2.2, RI.2.8)

Materials List: grade-level books from the classroom or school library, pencils, Character Graphic Organizer BLM

This activity may be repeated with various familiar texts, both fictional and informational, that can be read fluently and offer discernible elements for comparing and contrasting. Have students read stories, such as *Miss Nelson Is Missing* and compare and

contrast the characters of Miss Nelson and Miss Swamp. Conduct a class discussion, using student responses to complete a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) to visually display and organize a comparison of the traits of each character (e.g., Miss Nelson is kind and Miss Swamp is unfair.). Require students to support their conclusions by giving examples of dialogue from the story and recounting story events that illustrate the contrasts between characters. Distribute copies of the Character Graphic Organizer BLM and have students complete a personal copy of the class chart. Require students to use the Venn diagram as a study aid for recalling important ideas and supporting details from the stories read in preparation for assessments. To extend this activity, students may play “Who Am I?” as they role play or pantomime Miss Nelson and Miss Swamp. The class or group uses clues to guess which character is being represented. This activity can also be used to incorporate informational books about different cultures and/or to compare and contrast different versions of the same story through oral, written, and visual responses.

Activity 13: Literature Reveals Character (GLEs: 08; CCSS: RL.2.1, RL.2.2, RL.2.3, W.2.1)

Materials List: fables or folktales from classroom or school library and student *learning logs*.

In this activity, use literature that is familiar to the students and can be read fluently. Assign each student a topic or theme (e.g., responsibility). Provide informational text such as biographies and/or literature, such as fables (*The Boy Who Cried Wolf*) or folktales (*Gingerbread Boy*). Prompt students to read the text and discuss how people and/or characters respond to major events and challenges and how their actions show responsible or irresponsible behavior, as well as the cause and effect of those actions/choices. Have students record their findings in a *learning log* ([view literacy strategy descriptions](#)). This notebook or binder can be used regularly for students to record ideas, questions, reactions, and reflections. In this entry, direct students to write simple, complete sentences that show how people and characters responded to major events or challenges in the story. Require students to include their opinions regarding the responsibility or irresponsibility shown by the person or character and to provide key details from the text that illustrate the behavior. In addition, direct students to give a brief explanation of how the setting affects characters and events. Require students to include linking words to show the relationship between their opinion and the reasons they give and to include a concluding statement. Monitor student writing and allow time for students to report their conclusions in a classroom discussion.

Activity 14: Vocabulary Activities (Ongoing throughout curriculum) (GLEs: 04; CCSS: RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, L.2.4a, L.2.4b, L.2.4c, L.2.4d, L.2.4e, L.2.5a, L.2.5b, L.2.6)

Materials List: 3 x 5 (or 5 x 7) index cards, pictures or video clips, colored pencils/markers/crayons

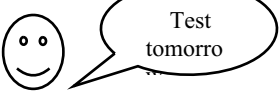
Involve students with daily vocabulary activities to provide opportunities for students to use sentence-level context as a clue to the meaning of a word or phrase. Include opportunities for students to determine the meaning of a new word formed when a prefix or suffix is added to a base word. Have students use their knowledge of individual words to predict the meaning of compound words. Give opportunities for students to use glossaries or beginning dictionaries to determine the meaning of words or phrases. Have students work to discover the meaning of unknown and multiple-meaning words or phrases using sentence-level context and knowledge of root words.

Use a variety of vocabulary-building activities/strategies throughout the year. Use these strategies to help students gain meaning from unfamiliar texts through application of context clues and determination of base word meanings. These strategies will be repeated, built upon, and ongoing. Assess students understanding of vocabulary either formally (written tests) or informally (writing stories, poems, or sentences using the vocabulary words, etc.)

Vocabulary Cards Activity

Direct students to create *vocabulary cards* ([view literacy strategy descriptions](#)) to gain an understanding of the relationship words have with one another and to gain knowledge about words in the stories they are reading. Demonstrate how to create the vocabulary cards by writing a key term on the board, or overhead. Draw a large, rectangular card-like frame around the word so that it is in the center of the rectangle. In each of the four corners of the card, write “definition,” “part of speech,” “sentence,” and “illustration.” Complete a model of the vocabulary card by filling in the appropriate spaces as they apply to the key word. Repeat several examples until students feel comfortable working independently. Provide a list of key words from the lesson and have students write one in the center of each 3 x 5 index card. (For children of this age, the use of 5 x 7 cards will afford more space for emerging writers.) Monitor students as they work to complete their set of vocabulary cards. Discuss with students how the cards will be a helpful study tool for reviewing words quickly and easily in preparation for a test, quiz, or even for a writing activity. Once cards are completed, allow time for students to review their words individually or with a partner. For words with multiple meanings, have the students complete the vocabulary card activity on both sides of the card representing one meaning on one side and the other meaning on the other side.

Example of a vocabulary card:

Definition: Tells or gives information about something	informs	Part of Speech: Verb
Sentence: Our teacher <u>informs</u> us when it is time for a test.		Illustration: 

Play games with these vocabulary cards for reinforcement. For example, say “Stand up, hands up, and pair up.” Have students walk around the room and find a partner. Direct students to announce their word to their partner who states the definition. If the partner does not know the definition, the student may give hints or use the word in a sentence. After two chances, the student shows the vocabulary card to the partner and reads the definition. Then the partners swap roles and repeat the process. When partners are finished, they trade cards. After an appropriate amount of time, signal to students to find a new partner and repeat the activity. Direct students to save cards to be used for test review. Music may be incorporated in this activity to be played as a signal for students to seek a new partner rather than using a verbal command.

Activity 15: Let’s Judge a Book by Its Cover (CCSS: RL.2.1, RL.2.7, W.2, L.2.4a, L.2.4b, L.2.4c, L.2.4d, L.2.4e)

Materials List: Previously unread books with visually stimulating cover illustrations from classroom or school library, chart paper and markers, overhead and pen, or active board and marker.

This activity will be used throughout the year. Prior to listening to a story, have students make predictions based totally on the cover and title of a book. Using the *directed learning–thinking activity DL-TA* ([view literacy strategy descriptions](#)), ask students to make predictions about the story based only on the information they can glean from the book’s cover and title. Excellent choices would be Audrey Wood’s *The Napping House* or Judith Viorst’s *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Lead students to connect elements in the story to personal experiences. Record students’ ideas and information on the board or chart paper. Ask leading questions, such as “What do you expect the main idea of this story will be?” and “Based on the illustrations on the cover, do you think this story will be real (non-fiction) or make-believe (fiction)?” Read the story aloud, stopping at various points to discuss unfamiliar vocabulary and review student predictions. Encourage students to discuss their predictions and change them, if

necessary, because of new evidence that has influenced their thinking. Chart the new evidence and revisions. After discussions are completed, have students answer questions, such as “What did you expect the story to be about before you began reading?” “Why did you make this prediction?” and “What did you actually learn?” Encourage students to use predictions in their own independent reading and learning.

Activity 16: Break it Down (Ongoing) (CCSS: RI.2.4, RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, L.2.4b, L.2.4c, L.2.4d, L.2.4a, L.2.4b, L.2.4c, L.2.4d, L.2.4e)

Materials list: text or list of words with multiple syllables, small sticky notes, paper, pencil, board or chart paper and marker.

This activity will be used throughout the year. The students will rely on prior knowledge of phonics rules including closed vowels, open vowels, silent *e* at the end of a word, and the schwa sound. They must also know that every syllable must have at least one vowel sound and at least one vowel letter. This activity will be modeled as a whole group activity and will then serve as an independent activity when students encounter unfamiliar “big” words in text. Model by writing a “big” word on the board or chart paper and do not pronounce the word for the students. “Think aloud” to allow the students time to look at the “big” word and locate the vowels. Students must note the number of vowels, whether the vowels are side-by-side or separated by other letters, and whether there is a silent *e* at the end of the word. Model underlining the vowels and then have the students write each vowel or vowel pair on a separate sticky note (this will not include the silent *e* at the end of a word). Continue to “think aloud” to determine which consonants to add to each vowel to form a syllable. (Rules to consider that will help students in making these decisions are to break between two consonants that are the same and to keep digraphs together.) This process will include sounding aloud and perhaps substituting a *schwa* sound in the place of the regular short closed sound or the long open sound. Instruct students to add the consonants to their appropriate sticky notes, read each syllable separately, and blend the syllables to read the word. Continue with the whole group, modeling the procedure until students are comfortable working independently and can incorporate this practice into daily reading.

Example: *incorporate*

Ask: How many vowels do you see? (5) Are they apart or together? (Apart) Is one of the vowels a silent *e*? (Yes)

Direct: Show me how many syllables are in the word by setting out the correct number of sticky notes. Write each vowel on a separate note. Add consonants to form syllables. Encourage students to try to evenly distribute consonants and suggest trying to make the vowels “closed” if possible. Have individual students or the whole class read each syllable separately and then blend the syllables to read the word.



Because there are no set rules for breaking words into syllables, so this word could be done as shown or with the *r* added to the *ate* sticky to show *po* and *rate*. As students learn prefixes and suffixes, they may be taught to circle these added word parts to be counted as additional syllables. Ex. (un) for **tu** nate (ly)

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of a portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

General Assessments

- The teacher will observe and take notes on the students' responses to guided reading questions.
- The student will give short oral reports focused on answering why and how questions.
- The students will present Book Club products (e.g., poster, flipbook, timeline), which will be assessed with a rubric designed to address the GLEs/CCSSs in the activity. (See Student Project Assessment BLM.)
- The teacher will use a rubric to assess student products (e.g., posters, story chains, puppets, dioramas) for understanding and application of ideas in text. (See Student Project Assessment BLM.)

Activity-Specific Assessments

- Activity 3: The student will write a story, and the teacher will score writing using a rubric, at least once every grading period. (See Writing Rubric BLM from Unit 1.)
- Activity 4: During the activity, the student will complete an *anticipation guide* to check for understanding and comprehension. The *anticipation guide* will list several statements about the story, including whether the statement is true or false. Assess the student's ability to rewrite false statements to make them true. For example, for the book *The Three Little Pigs*, the statement may be "The third pig built his house of straw." To make this a true statement, the student would change the word *straw* to *bricks*.

- Activity 5: The student product from Activity 5 will be assessed using a checklist or rubric designed specifically to check comprehension skills. See the Student Project Assessment BLM.
- Activity 9: The student will list alternative solutions to problems in a story or passage. The list generated will be assessed on the basis of a rubric addressing the appropriateness of problem solutions. (See the Let's Solve It BLM.)

Additional Resources

Ackerman, Karen. *Song and Dance Man*
De Poala, Tomie. *Strega Nona*
Doucet, Sharon Arms. *Lapin Plays Possum: Trickster Tales from the Louisiana Bayou*
McDermott, Gerald. *Raven: A Trickster Tale from the Pacific Northwest*
Meddaugh, Susan. *Martha Speaks*
Noble, Trinkia Hakes. *The Day Jimmy's Boa Ate the Wash*
Peet, Bill. *The Caboose Who Got Loose*
Perrault, Charles. *Puss in Boots*
San Souci, Robert D. *The Talking Egg: A Folktale from the American South*
Seuss, Dr. *Horton Hatches the Egg*
Steig, William. *Sylvester and the Magic Pebble*
Step toe, John. *Mufaro's Beautiful Daughters*
Thomassie, Tynia. *Feliciano Feydra Leroux: A Cajun Tall Tale*

Book Series for Book Clubs:

Adler, David. *Cam Jansen* series
Christopher, Matt. Sports series - ex. *The Dog That Pitched a No-Hitter*
Lobel, Arnold. *Frog and Toad* series
Minarik, Elsie. *Little Bear* series
Parish, Peggy. *Amelia Bedelia* series
Rylant, Cynthia. *Henry and Mudge* series
Sharmat, Marjorie. *Nate the Great* series