

Resources:

- *Sound/Spelling Cards* 10, 11, and 34
- *Skills Practice I*, pp. 71–72

Objectives: Students will

- review words with closed syllables.
- review words with /j/ spelled **dge**, /k/ spelled **ck**, and /ch/ spelled **tch**.
- build writing skills.
- build fluency.

CCSS

RF.2.4.A Read grade-level text with purpose and understanding. **RF.2.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ePresentation

Phonics and Decoding

Review Lesson 2 Sounds/Spellings

Blending

REVIEW /j/ spelled **dge**, /k/ spelled **ck**, and /ch/ spelled **tch** using *Sound/Spelling Cards* 10, 11, and 34. Review the high-frequency words that were introduced in Lesson 2 (*never*, *under*). Then have students read the words and sentences from Lesson 2.

Writing

DISPLAY the following multiple-meaning words from the word lines: *brush*, *trip*, *bridge*, *check*, and *match*. Have students write two sentences for each word to demonstrate its different meanings. Tell them to be sure their sentences include context that reflects the meaning of the target word.

Fluency

CCSS RF.2.4.A, RF.2.4.C

INTRODUCE this fluency activity by assigning pages 71–72 from *Skills Practice I*. Tell students this activity will help them build their fluency. Inform students that they will use these *Skills Practice I* pages over the next three days. Make sure students have adequate means to store the pages, or you can collect the pages and then redistribute them each day.

Explain that paying attention to punctuation will help students read at an appropriate rate. Review with students the comma and period, and explain that these are two of the punctuation marks that signal a reader to pause. Tell them that pausing gives both the reader and the listener time to understand what the sentence means. Model by reading the first two sentences of “A Trip” on page 22. Be sure to demonstrate the difference between pausing at a comma (less time) and pausing at a period (more time). Ask students to raise their hands when they hear you pause.

Review the Fluency Checklist on page 21 with students, and make sure they understand each item on the list. Tell students to use the checklist to help them improve their fluency as they read the passage. Then have students read “A Trip” aloud quietly to themselves.

Blending — Lesson 2 Day 1

Words

1	slot	math	brush	trip
2	puppet	hidden	comment	traffic
3	discuss	garden	expel	arctic
4	starfish	bathtub	sunset	benchmark

Blending — Lesson 2 Day 1

Sentences

- 1 Brandon saw a windmill at the garden shop.
- 2 The harvest must happen by sunset.

Blending — Lesson 2 Day 3

Words

1	judge	pledge	badge	bridge
2	quick	check	clock	stack
3	match	crutch	stitch	patch
4	partridge	hedgehog	backpack	kitchen

Blending — Lesson 2 Day 3

Sentences

- 1 Mitch saw a duck swim under the bridge.
- 2 This sock has never had a match.



Differentiated Instruction

AL APPROACHING LEVEL Some students might need help determining multiple meanings for the given words. Make sure students have access to print or digital dictionaries so they can look up definitions during Workshop.



English Learner

FLUENCY As the words and language structures are more or less new to students, spend additional time with them during Workshop discussing vocabulary and grammar in small groups to ensure their success in reading. Create simple sentences for students at Levels 1 or 2 to read. Select key words and phrases in the fluency passage to include in the sentences (e.g., *trip*, *pack/unpack*, *fun*, *ride*, *grab*, *up/down*, *in/out of*), and select one or two sentence structures found in the passage to focus on, such as “When/After _____, he/she/they _____.”

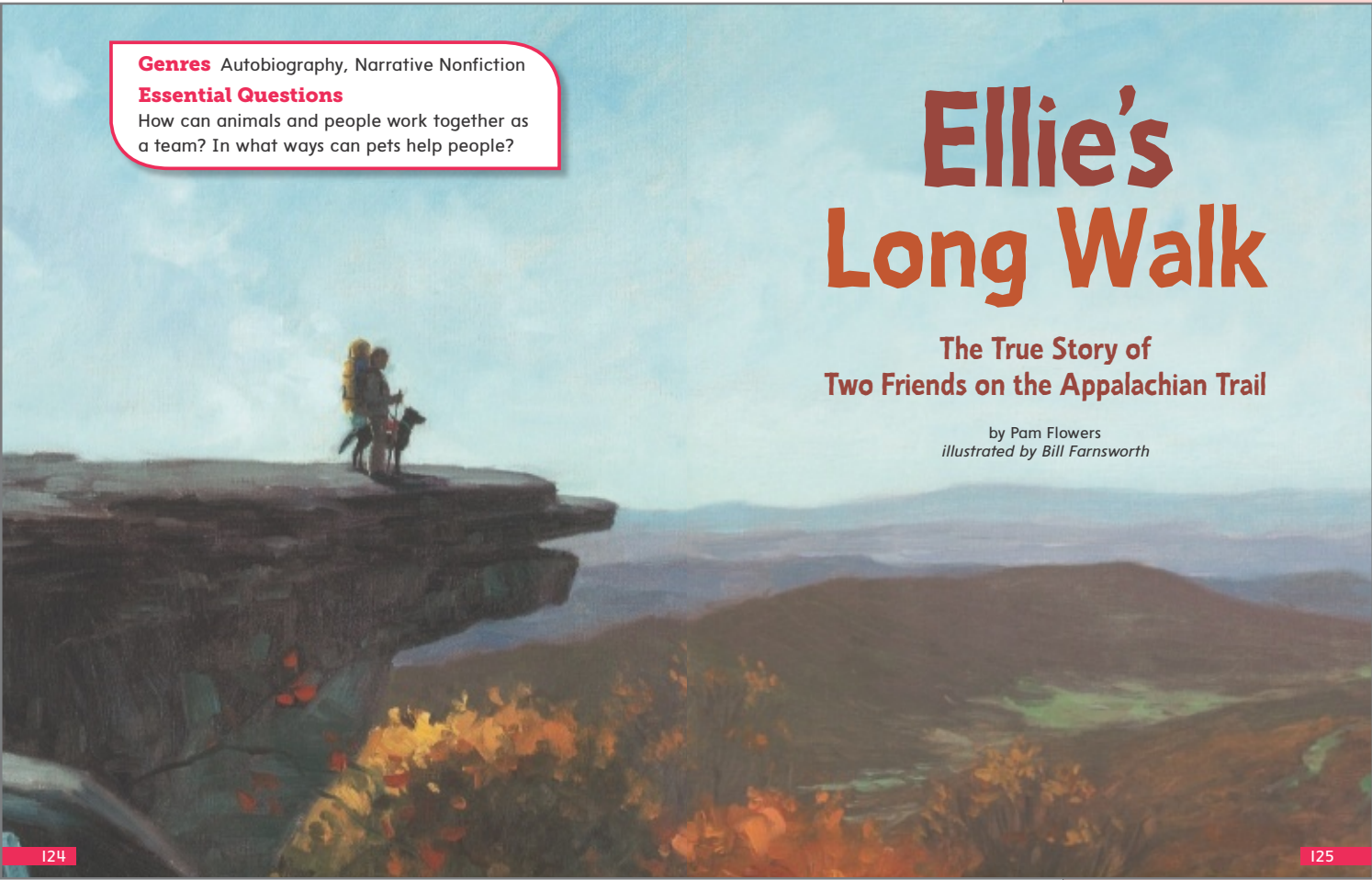
Resources:

- *Student Anthology I*, pp. 142-155
- Routines A and II

Objectives: Students will

- read grade-level text with purpose and understanding.
- produce complete sentences to provide requested details or clarification.
- use context to determine the meanings of words, confirming and self-correcting as necessary.
- read grade-level text orally, with accuracy.

ePresentation



Genres Autobiography, Narrative Nonfiction

Essential Questions

How can animals and people work together as a team? In what ways can pets help people?

Read the Selection

Comprehension Strategy

EL TELL students to help you summarize the first half of “Ellie’s Long Walk.” *Pam adopted Ellie as a puppy, and soon after that they started training to hike the Appalachian Trail. They hiked on different kinds of trails and kept a daily routine. After several months, they were finally ready to hike the Trail. Pam and Ellie then drove from Alaska to Maine to begin their journey. They enjoy good weather at first, but then one night a violent storm came in and scared Pam and Ellie. It knocked down trees all around them, but they survived the storm without being hurt.*

Tell students that today they will read the second half of “Ellie’s Long Walk” in small groups. Remind them that as they read, they should make predictions, ask questions, and summarize to better understand the text.

EL English Learner

PRONUNCIATION During Workshop, pay attention to how students pronounce the /k/ and /g/ sounds in the following words: *crossed, Connecticut, carried, pack, came, rock, make, take, break, keep, liked, get, game, gloves, grab, grinned, and doggie*. For additional support, reference the Contrasting Sounds activity in Unit 1 Lesson 2 of the *English Learner Teacher’s Guide*.

✓ Monitor Progress

INFORMAL ASSESSMENT Use the Comprehension Strategies Rubrics in the Level Appendix to determine whether a student is using the strategies Predicting and Confirming Predictions, Asking and Answering Questions, and Summarizing.

Reading and Responding

ePresentation



142

Ellie helped Pam in many ways, but sometimes Ellie needed Pam's help. Like once when they crossed a wide stream in Connecticut. Pam carried Ellie's pack so it wouldn't get wet.

Or when they came to a steep, rock wall, Pam helped by pushing Ellie up a series of ledges.

They also helped make each other happy, like when they played a game Ellie made up. Pam would take off her gloves during a break and Ellie would grab them and run off.

Ellie would play keep-away until Pam called, "Ellie! Drop it."

The game ended when she dropped the gloves and grinned at Pam with her doggie smile that said,

"Gotcha!"

Ellie's silliness always made Pam laugh. She liked having a fun partner on the Trail.

143

In the mountains of Virginia, January brought snow. Ellie was excited to see big flakes falling from the sky and kept trying to snatch them out of the air.

But snow made the trail **slick**. On a steep hillside, Pam's feet flew out from under her. She tumbled down the **slope**.

"Aaaahhhhh!"

Pam screamed as she smashed into a tree.

Ellie raced to Pam's side. She sniffed Pam's head and whimpered.

Pam tried to stand up, but fell back in pain.

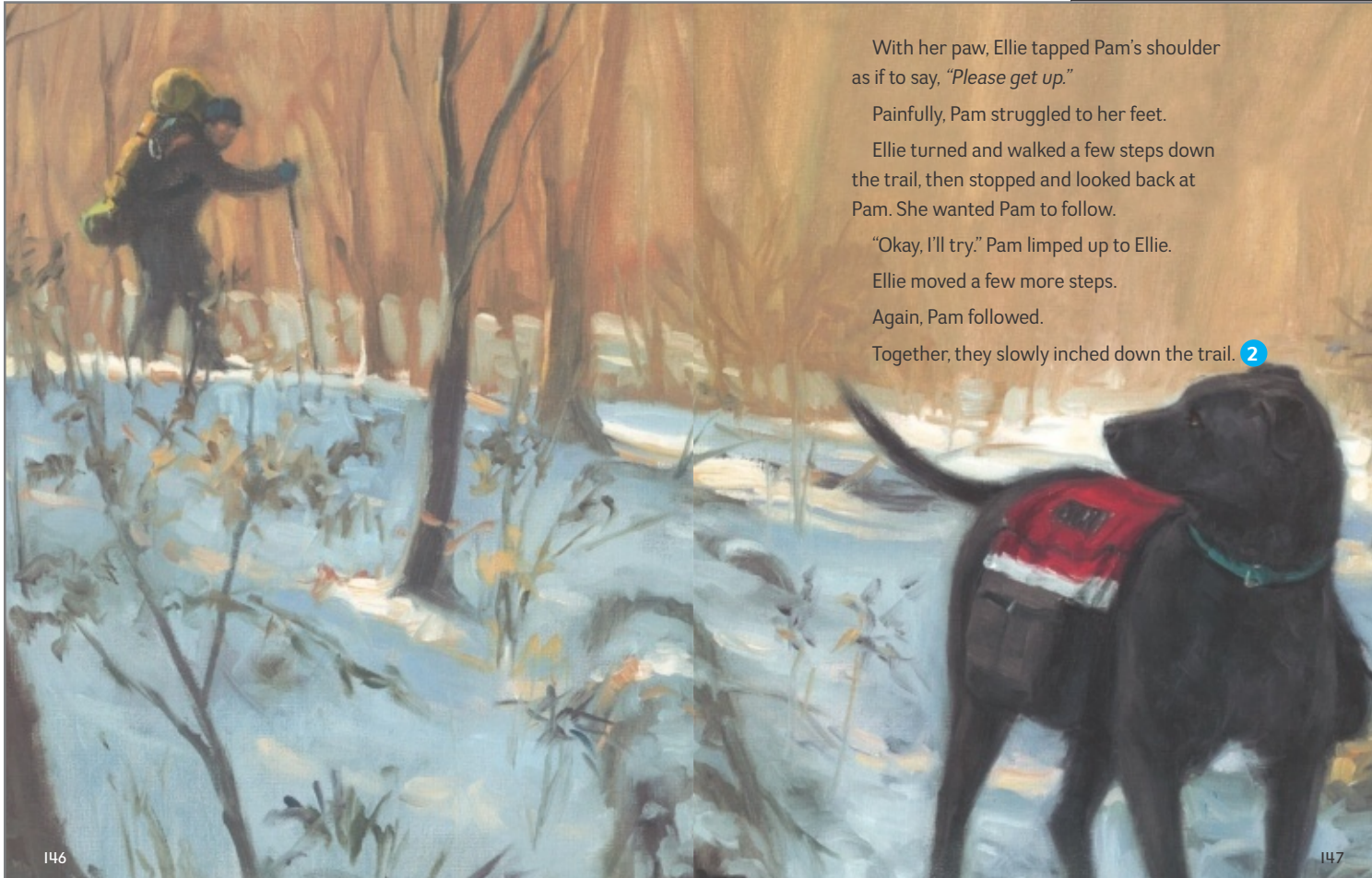
"Oh, Ellie," she cried, "my back is really hurt. I don't know if I can finish the hike." **1**

144



145

ePresentation



With her paw, Ellie tapped Pam's shoulder as if to say, "Please get up."

Painfully, Pam struggled to her feet.

Ellie turned and walked a few steps down the trail, then stopped and looked back at Pam. She wanted Pam to follow.

"Okay, I'll try," Pam limped up to Ellie.

Ellie moved a few more steps.

Again, Pam followed.

Together, they slowly inched down the trail. ²

Comprehension Strategy

Confirming Predictions

- 1 TEACHER MODEL:** Yesterday I predicted that Pam and Ellie would face another scary or difficult situation. I can confirm this prediction, because on page 144 Pam slips and falls down a slope. This must have been a very scary experience for Pam!

Asking Questions

- 2 TEACHER MODEL:** I wonder if Pam will be able to finish the hike. On page 144, she said her back is really hurt, and on page 147 she was limping and walking very slowly. I have another question, too. What happens when a hiker needs medical attention? I will keep reading and if I do not find an answer, I will do some research about how injuries are treated along this trail.

Sentence Frames

- ▶ I predict _____ because _____.
- ▶ The clues the author gave are _____, so I _____ my prediction.
- ▶ My prediction was confirmed because _____.
- ▶ I want to revise my prediction because _____.



Teacher Tip

BACKGROUND INFORMATION If people are injured while hiking the Appalachian Trail, the Trail guidelines suggest calling 911 from a cell phone or making the standard call for distress: three short audible or visible calls spaced evenly apart.



English Learner

PRONUNCIATION During Workshop, pay attention to how students pronounce the -ed endings of the following words on p. 147 of *Student Anthology 1*: *tapped, walked, stopped, looked, limped, inched* (/t/); *struggled, turned, moved, followed* (/d/); *wanted* (/ɪd/). For additional support, reference the Contrasting Sounds activity in Unit 1 Lesson 3 of the *English Learner Teacher's Guide*.

Reading and Responding



148

The next day the weather **turned** bitterly cold. Pam's back was stiff and sore. She felt like giving up.

The trail was icy as Pam and Ellie hiked beside a cold, mountain stream. Down a ways, Pam could see that the stream turned into a waterfall. The stream and waterfall were almost completely frozen over.

Before Pam could stop her, Ellie was out on the ice sniffing around.

"Ellie, come here," Pam called softly, trying to hide her fear.

But Ellie kept sniffing. The ice under her paws started to break.

"Ellie, come!" Pam yelled, **panic** taking over.

149

Crack! Splash!

Pam watched in horror as the ice gave way under Ellie and she plunged into the rushing water.

Ellie clawed at the edge of the ice with her front paws. She tried to pull herself out of the water but the ice broke again and again. She couldn't get out!

Pam tried to help but the ice was too thin. She couldn't reach Ellie.

Ellie was going to be swept under the ice and over the falls.

"Come on, Ellie!" Pam pleaded.

"Keep trying!"

Ellie's paws lost their grip. Her head began slipping beneath the **surface**. Ellie was going to drown!

"No!" Pam screamed. "Ellie, come!" **3**



150

151

Ellie heard Pam's command! She pushed her head back up to the surface. In one huge effort, she dug her toenails into the ice and heaved. This time the ice held. Ellie strained and strained with all her might until, *finally*, she got herself out of the water.

"Yes! Yes!" Pam shouted with joy.

Ellie shook herself off, looked at Pam as if to say,

"Come on, let's go!"

and trotted down the trail as though nothing had happened.

Pam nodded. "You're right, Ellie. We have to keep going." 4



152

153

Comprehension Strategy

Predicting

- 3 **TEACHER MODEL:** *I am going to make a prediction about Ellie. Even though this is a serious situation and it seems that Ellie might drown, I think Pam will manage to save Ellie. I think this because on page 137 it said that they faced many challenges together.*



Confirming Predictions

- 4 **TEACHER MODEL:** *My prediction was correct—Pam found a way to help Ellie. Pam kept talking to Ellie, and on page 152 it says "Ellie heard Pam's command!" This motivated Ellie to use all of her strength to pull herself out of the water and onto the ice.*

Sentence Frames

- ▶ I predict _____ because _____.
- ▶ The clues the author gave are _____, so I _____ my prediction.
- ▶ My prediction was confirmed because _____.
- ▶ I want to revise my prediction because _____.

EL English Learner

COGNATES If students' native language is a Romance language, they may recognize the following cognates that appear on pp. 149–152 of *Student Anthology I*: *day, mountain, completely, panic, horror, front, surface, effort, and finally* (Spanish: *día, montaña, completamente, pánico, horror, frente, superficie, esfuerzo, finalmente*).

AL Differentiated Instruction

AL APPROACHING LEVEL For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the comprehension strategies and vocabulary words taught in this lesson.

Reading and Responding

ePresentation



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On the final day of their hike, after 199 days on the Trail, Pam and Ellie climbed down a long hill and walked onto a small parking lot. It was March and there were many hikers preparing to start on their own journeys.

“How far did you hike?” a man asked Pam. Other hikers stopped to look at the tired and dirty pair.

“Ellie and I hiked the **entire** Appalachian Trail,” Pam said with a grin.

The crowd clapped and cheered. “Congratulations!” they shouted.

Ellie smiled and wagged her tail furiously.

“We did it, Ellie,” Pam said, giving her a big hug. “We make a very fine team!” **5**

155

Comprehension Strategy

Summarizing

5 TEACHER MODEL: *Let us summarize the challenges that Pam and Ellie faced while they hiked.*

EL *They endured a violent and dangerous storm, Pam fell and seriously hurt her back, and Ellie fell through some ice and almost drowned. How does pausing to summarize these events help you better understand Pam’s feelings on page 155? **Possible Answer:** Summarizing these challenges emphasizes how difficult it is to hike the entire Appalachian Trail. It helps me realize how proud and happy Pam must feel to have accomplished her goal of hiking the Trail with Ellie.*

EL English Learner

ADJECTIVES There are several adjectives that appear on page 155 of *Student Anthology I*, such as: *final, their, long, small, many, own, tired, dirty, entire, and big*. During Workshop, ask students questions such as: *What is the size of the parking lot? How did Pam and Ellie on the final day? How much of the Appalachian Trail did Pam and Ellie hike?* Ensure that they use the appropriate adjective in each response.

Discuss the Selection


Discussion Starters

ROUTINE
A

CCSS RI.2.1, RF.2.4.A, SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.6

HAVE students turn to the **Reading Resources** portion of their *Student Anthologies*. This section can be found at the back of the books. To help students start a collaborative conversation with their peers, read over Predicting, Asking Questions, and Summarizing under the Comprehension Discussion Strategies to give students ways to start or add to a discussion.

REMIND students that discussion allows them to hear what others think about a selection. Then review with students the agreed-upon rules for holding a discussion.

 Use Routine A, the Handing-Off Routine, to discuss “Ellie’s Long Walk.” Engage students in a discussion by asking them the questions that follow. Remind students to build on each other’s conversations by connecting their comments to the comments of others and to ask questions using *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in the text. You should also model how to ask for clarification about a topic that is being discussed. As the year progresses, students will take more responsibility during the discussion. They should connect the conversations, clarify when necessary, summarize when appropriate, and ask additional questions. They should also produce complete sentences when providing requested details or clarification.

What are some advantages and disadvantages of having a dog for a partner? **Possible Answer:** *Advantages—A dog is loyal and able to help carry supplies. Its strong senses of smell and hearing can be helpful. Disadvantages—A dog is unable to talk about and solve problems verbally. A dog it also unable to help with tasks such as pitching a tent or cooking.*

When and how did Pam and Ellie motivate each other to finish hiking the Trail? **Possible Answer:** *When Pam hurt her back, Ellie encouraged her to get up and follow her. When Ellie fell through the ice, Pam called to her and encouraged her to pull herself out of the water.*

Have students return to the Clues, Problems, and Wonderings chart. Ask them whether the clues they found while browsing the selection helped them understand the story. Discuss the problems and how they were resolved, and then discuss answers to students’ wonderings.

CCSS **RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **RF.2.4.A** Read grade-level text with purpose and understanding. **SL.2.1.A** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.2.1.B** Build on others’ talk in conversations by linking their comments to the remarks of others. **SL.2.1.C** Ask for clarification and further explanation as needed about the topics and texts under discussion. **SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ePresentation

Rules for Discussion

- ▶ Listen to others with care.
- ▶ Do not interrupt a speaker.
- ▶ Raise your hand when you want to speak.
- ▶ Ask questions to get more information from a speaker.
- ▶ Respect others when you are speaking.
- ▶ Take turns and speak one at a time.
- ▶ Focus on the topics and texts under discussion.

Discuss the Selection

- ▶ What are some advantages and disadvantages of having a dog for a partner?
- ▶ When and how did Pam and Ellie motivate each other to finish hiking the Trail?

Clues/Problems/Wonderings

Clues	Problems	Wonderings
The selection is about a woman and her dog.	Appalachian Trail	Why is the dog wearing a backpack?



Differentiated Instruction: Discuss the Selection

AL **APPROACHING LEVEL** Provide sentence frames to help students ask for clarification. For example, *I do not understand _____. Could someone explain _____?*

OL **ON LEVEL** Provide sentence frames to help students connect their comments to those of others. For example, *I agree with what _____ said, and I think _____. _____ said _____, but I think _____.*

BL **BEYOND LEVEL** Have students think of additional discussion questions to help classmates connect “Ellie’s Long Walk” to the unit theme Teamwork.

Reading and Responding

Concept Vocabulary

REMINDE students that the concept vocabulary word for this selection is *partnership*. Give them the definition again and ask them to discuss how that word relates to this selection.

***partnership:** a form of partner; the joining together of two or more people or animals*

***Possible Answer:** Pam and Ellie’s strong partnership helped them both make it through difficult times on the trail. They comforted each other during the storm, Ellie urged Pam on when she was injured, and Pam urged Ellie to pull herself from the water when the ice broke.*

Essential Questions

CCSS RI.2.1

REVISIT the Essential Questions for this selection and have students discuss their answers:

- *How can animals and people work together as a team?* **Possible Answer:** *People and animals can work as a team by keeping each other company and motivating each other to keep trying.*
- *In what ways can pets help people?* **Possible Answer:** *In this story, Ellie helped Pam by using her nose to find the trail and by carrying supplies. Some pets, like service dogs, help people with disabilities live independently.*

Genres Review

REVIEW the elements of an autobiography with students.

- *It is written by a person about his or her own life.*
- *It tells the most important information about a person’s life and how the person talks, feels, and thinks about things.*
- *It may be the story of a person’s whole life or only part of a person’s life.*
- *Events are almost always told in chronological order.*

Then ask students to explain how they know “Ellie’s Long Walk” is an autobiography. *I know that “Ellie’s Long Walk” is an autobiography because it tells about important events in a real person’s life in chronological order, and it tells how the main person talks, feels, and thinks about things. The author, Pam Flowers, wrote about her adventures on the Appalachian Trail with her dog Ellie.*

Then review elements of narrative nonfiction with students.

- *Facts about real people, places, or events are included. This information is shaped into a story.*
- *The real people become characters; the real places become settings; and the real events become the plot.*

Ask students to explain how they know “Ellie’s Long Walk” is also narrative nonfiction. *I know that “Ellie’s Long Walk” is narrative nonfiction because it tells facts about real people, animals, events, and places. The true information is shaped into a story: the real people and animals become the characters, the real places become the setting, and the real events become the plot.*

CCSS **RI.2.1** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

ePresentation

Essential Questions

- ▶ How can animals and people work together as a team?
- ▶ In what ways can pets help people?

Genre Review

Autobiography

- ▶ It is written by a person about his or her own life.
- ▶ It tells the most important information about a person’s life and how the person talks, feels, and thinks about things.
- ▶ It may be the story of a person’s whole life or only part of a person’s life.
- ▶ Events are almost always told in chronological order.

Genre Review

Narrative Nonfiction

- ▶ Facts about real people, places, or events are included. This information is shaped into a story.
- ▶ The real people become characters; the real places become settings; and the real events become the plot.

Develop Vocabulary

ROUTINE II

CCSS RI.2.5, L.2.4.E

USE Routine II, the Selection Vocabulary Routine, to help students develop their vocabulary.

Display the vocabulary words, pronunciations, and parts of speech. Discuss each word’s definition. Then have students use the activity below to verify the meaning of each word. Provide examples and clarification as needed. Also, to practice dictionary skills, review the use of print and digital dictionaries and glossaries by having students use such resources to look up and determine or clarify the meanings of two or three of the vocabulary words and their contextual phrases, and show students how to use the index of such resources.

Words and Definitions

CCSS RF.2.4.C, L.2.4.A

TELL students they can use the Vocabulary Strategy Context Clues to figure out the meaning of the word *raged*. Context Clues are hints in the text that help readers find the meaning of words. Have students browse the text for hints or clues that might help them understand the definition of *raged*. Then begin the activity.

The word **adopt** is defined as “**to take as one’s own.**” Let us look at the selection to verify that definition. What text on page 126 helps you understand what **adopt** means? *The second sentence says that Ellie put her paws up as if to say, “Pick me! Pick ME!” which is a clue that Pam is choosing a puppy to keep as her own. Also, the text says that all of the puppies needed a home.*

The word **inch** is defined as “**in every way; totally**” and “**to move slowly.**” What clues on page 126 tell you which meaning of **inch** is appropriate for this context? *In the sentence on page 126 it say that the puppy “sniffed every inch of her new home.” The word every is a clue that tells me the appropriate definition for inch here is “in every way; totally.” What clues on page 147 help you understand the meaning of **inched** in that context? The text says that Pam and Ellie “slowly inched down the trail,” so I know that in this context inched means “to move slowly.”*

On page 129, let us look at the word **journey**, which means “**a long trip.**” What clues in the text help you understand the meaning of **journey**? *The beginning of the paragraph explains that Pam was making plans to go on a very long hike. The trail stretched for two thousand miles and would take six months to complete. This helps me understand that a journey is a long trip.*

The word **face** means “**to deal with firmly or courageously.**” What context clues on page 137 help you understand the meaning of **face**? *The word challenges is a context clue that helps me understand the meaning of face. It makes sense that Pam and Ellie would deal with challenges firmly or courageously.*



Teacher Tip

VERBS Point out the selection vocabulary word *raged* and have students identify it as an action verb. Then have students note the word’s inflectional ending *-ed*.

CCSS **RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **RF.2.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.2.4.A** Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.4.E** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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Vocabulary

Word	Pronunciation	Part of Speech
1. adopt	ə dɒpt'	verb
2. inch	ɪntʃ	noun, verb
3. journey	ˈjʊr nē	noun
4. face	fās	verb
5. raged	rājɪd	verb
6. startled	stār' təld	verb

Vocabulary

Word	Pronunciation	Part of Speech
7. slick	slik	adjective
8. slope	slōp	noun
9. turned	tûrnd	verb
10. panic	pan'ik	noun
11. surface	sûr' fis	noun
12. entire	en tîr'	adjective

Reading and Responding

 The word **raged** is a form of **rage**, which means “**to storm or burn violently.**” How does the way this word is used on page 139 help you understand its meaning? *The word **storm** appears right before **raged**, so I know that it relates to a storm. Other paragraphs on the page mention lightning, thunder, gusts of wind, and “a terrifying explosion, and trees crashing to the ground.” All of these things tell me the storm was violent.*

Startled is a form of **startle**, which is defined as “**to excite or cause to move suddenly, as with surprise or fright.**” What information in the text on page 139 helps you understand the meaning of **startled**? *It says that in the darkest part of the night there was a loud crack that startled Pam and Ellie. This information helps me understand the meaning of startled because hearing a loud noise in the middle of the night would cause me to jump with surprise or fright.*

Let us look at the words **slick** and **slope** on page 144. **Slick** means “**smooth and slippery.**” **Slope** is defined as “**ground that forms an incline.**” Does the text include any clues about the meanings of these words? *It says that snow made the trail slick, and the next sentence says that “Pam’s feet flew out from under her,” meaning she slipped and fell. This helps me understand that slick means “smooth and slippery.” The words steep and hillside are clues that help me understand the meaning of slope.*

The word **turned** is a form of **turn**, which means “**to change or cause to change in nature or condition.**” On page 149, the word **turned** is used in the following sentence: “The next day the weather turned bitterly cold.” What context clues help you understand the meaning of **turned**? *I know that weather conditions change often, so in this sentence the word weather is a good clue about the meaning of turned.*

Panic means “**uncontrolled fear.**” What clues on page 149 or other pages help you understand the meaning of **panic**? *Earlier on page 149 it says that Pam was trying to hide her fear, so I know that panic is related to fear. Then on page 150 it says “Pam watched in horror,” and horror is extreme fear. This information helps me understand the meaning of panic.*

On page 150, let us look at the word **surface**, which means “**the top part of something.**” Are there any clues in the text that point to what **surface** means? *On page 150, it says that Ellie’s head slipped beneath the surface and Pam was afraid Ellie would drown. I know that when someone drowns, the person or animal’s head is below the top of the water. This helps me understand that a surface is the top part of something.*

The word **entire** means “**all; the whole thing.**” What context clues on page 155 or other pages help you understand the meaning of **entire**? *A man asks how far Pam and Ellie hiked, and Pam says they hiked the entire trail. This tells me that entire refers to an amount. Also, I know that Pam and Ellie were determined to hike the whole trail. These clues help me understand the meaning of entire.*

ePresentation

Vocabulary

Word	Pronunciation	Part of Speech
1. adopt	ə dɒpt	verb
2. inch	ɪnʃ	noun, verb
3. journey	ˈjʊrni	noun
4. face	fæs	verb
5. raged	ˈræɪd	verb
6. startled	stɑːrˈtəld	verb

Vocabulary

Word	Pronunciation	Part of Speech
7. slick	slik	adjective
8. slope	slōp	noun
9. turned	tɜːnd	verb
10. panic	pəˈnɪk	noun
11. surface	sɜːfɪs	noun
12. entire	enˈtɪr	adjective



Teacher Tip

DICTIONARY Review the use of print and digital dictionaries with students by guiding them in looking up two or three of the vocabulary words.

Fluency

Accuracy

CCSS RI.2.6, RF.2.4.B

REMIND students that reading a text accurately is important for both the reader’s and the listener’s comprehension. If students do not recognize a word or if they mispronounce a word while reading, they should stop reading and decode the word, syllable by syllable if necessary. Then they should reread the entire sentence several times until they can read it accurately and automatically.

Model reading the first two paragraphs on page 144 of “Ellie’s Long Walk” with accuracy as students follow along. When you encounter a multisyllabic word, such as *Virginia*, divide the word into syllables (Vir/gin/ia). Then read the word syllable by syllable before rereading the entire word correctly. Finally, reread the entire sentence fluently and automatically.

Have students read the first two paragraphs on page 144 twice with a partner to practice reading with accuracy.

CCSS **RI.2.6** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

ePresentation

Fluency

In the mountains of Virginia, January brought snow. Ellie was excited to see big flakes falling from the sky and kept trying to snatch them out of the air.

But snow made the trail **slick**. On a steep hillside, Pam’s feet flew out from under her. She tumbled down the **slope**.

“Aaaahhhhh!”

Pam screamed as she smashed into a tree.

Ellie raced to Pam’s side. She sniffed Pam’s head and whimpered.

Pam tried to stand up, but fell back in pain.

“Oh, Ellie,” she cried, “my back is really hurt. I don’t know if I can finish the hike.”

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Resource:

- *Language Arts Handbook*, pp. 28–29

Objectives: Students will

- review linking words.
- give and receive feedback from peers about writing plans.
- set goals for opinion pieces.
- draft their opinion pieces.
- practice the formation of small letters *e* and *a*.

Writing an Opinion Piece

Drafting

Instruct—Draft



MODEL creating a draft based on your TREE graphic organizer. Be sure to leave some aspects of the opinion piece incomplete, so they can be addressed in the revising step. Include mistakes in spelling, grammar, usage, and mechanics that will be corrected during the editing step. Leave out linking words. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

Possible Model:

I think that a child who receves a allowince should spend some of it. The child should save some of it. He or she should give some of it away. Larning to save money is an importint skill. Lots of things cost a lot, and it is better to save mony to buy them rather than borrow mony. it is importint to learn how to spend mony too. When you spend money, you decide what you will buy. you will lern to make good decishuns about what is worth the mony. The last reason is because giving money to others teaches about helping others. Being genrous to others is a great feeling. Mony is a tool every one has to learn to use,it is importint to learn about the three main ways to use it.

Discuss with students some possible linking words that could be added to the paragraph.

Possible Answer: *Second; As a result; so*




Differentiated Instruction


AL

APPROACHING LEVEL For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the skills taught in this part of the lesson.

Guided Practice

 **HAVE** students share their TREE graphic organizers or other graphic organizers with a partner. Display the following questions, and have partners provide feedback about each other's writing plans.

- Does the plan include an opening sentence that clearly states the opinion?
- Does the plan include three reasons that support the opinion?
- Does the plan include an explanation for each reason?
- Does the plan include a strong concluding statement?

 Instruct students that they cannot just give *yes* or *no* answers, but they must give reasons and explain to their partners *why* a partner's plan meets or does not meet the criteria.

ePresentation

Writing

Questions for an Opinion Piece


- ▶ Does the plan include an opening sentence that clearly states the opinion?
- ▶ Does the plan include three reasons that support the opinion?
- ▶ Does the plan include an explanation for each reason?
- ▶ Does the plan include a strong concluding statement?



Teacher Tip

ACCOUNTABILITY Have students write the answers to the questions about their partners' writing plans on a sheet of paper. This keeps the students on task and gives their partner feedback that they can refer to later.

Apply

 **TELL** students they will begin drafting their opinion piece, using the graphic organizer and their partner’s feedback as guides. Display the following goals and have students keep them in mind as they write their drafts:

- Use linking words and phrases to connect opinions and reasons.
- Include specific vocabulary related to the topic of money.
- Use plural nouns correctly.
- Include language that is appropriate to their audience.
- Be sure their writing shows a clear purpose.

Have students refer back to the rubric you plan to use, in order to ensure that they are incorporating all essential elements. Refer students to *Language Arts Handbook* pages 28–29 for more information about the drafting step of the writing process.

Remind students of the Grammar, Usage, and Mechanics skills that they have learned throughout Unit I. Tell students to remember to use these skills when writing. Remind them that in this unit they focused on the following skills: common and proper nouns; action, helping, and linking verbs; and capitalizing the first word of the sentence.

CCSS W.2.I

CCSS **W.2.I** 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., *because*, *and*, also) to connect opinion and reasons, and provide a concluding statement or section.

ePresentation

Writing

Writer’s Goals

- ▶ Use linking words and phrases to connect opinions and reasons.
- ▶ Include specific vocabulary related to the topic of money.
- ▶ Use plural nouns correctly.
- ▶ Include language that is appropriate to their audience.
- ▶ Be sure their writing shows a clear purpose.



Teacher Tip

DRAFTING Tell students that they can continue planning as they draft by adding, changing, or reordering their ideas as needed.

Penmanship

Unit I Review: Small Letters e and o

Instruct

REVIEW with students the formation of small letters *e* and *o*.

- e* Starting point, straight out, up and around to the left, curving down and around to the right: small *e*
- o* Starting point, around left all the way: small *o*

Write the words *fell*, *foil*, *lot*, and *little* on the board to model proper letter formation.

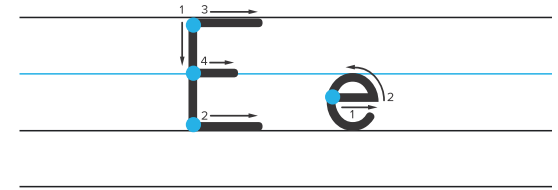
Apply

HAVE students write each of the letters on their papers twice. Tell them to circle the best formation of each of their letters.

Review the words on the board with students. Tell them to write the words on their papers as many times as they can in three minutes. Tell students you will time them for three minutes and that you will tell them when to stop. Remind them to form the letters *e* and *o* properly and to write legibly.

ePresentation

Penmanship



Penmanship

