

Resources:

- *Sound/Spelling Cards* 10, 11, 23, 32, 33, 34, and 38
- *Skills Practice I*, pp. 71–72

Objectives:

- Students will
- review words with closed syllables.
 - review words with /ch/ spelled *ch*, /th/ spelled *th*, /sh/ spelled *sh*, /w/ spelled *wh*, /ar/ spelled *ar*, /j/ spelled *dge*, /k/ spelled *ck*, and /ch/ spelled *tch*.
 - review words with the inflectional endings *-s*, *-es*, and *-ed*.
 - build writing skills.
 - build fluency.

CCSS

RF.2.4.A Read grade-level text with purpose and understanding. **RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **RF.2.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Phonics and Decoding

Lesson 3 Sounds/Spellings and Inflectional Endings *-s*, *-es*, and *-ed*

Blending

- EL REVIEW** the target sound/spellings by using *Sound/Spelling Cards* 10, 11, 23, 32, 33, 34, and 38. Review the high-frequency words that were introduced in Lesson 3 (*eight*, *nine*). Then have students read the words and sentences from Lesson 3.

Writing

HAVE students create a two-column chart with the headings *Base Word* and *Inflectional Ending*. Tell students to use the chart to record the base word and inflectional ending for each word in the word lines.

Fluency

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

BUILD on the fluency concept from Day 2. Have students get pages 71–72 from *Skills Practice I*, either from where they were stored or by redistributing the pages you collected.

Tell students that a punctuation mark at the end of a sentence tells readers the kind of intonation, or pitch of voice, they should use as they read. Explain that an exclamation point at the end of a sentence signals excitement, and the sentence should be read with special emphasis. Point out to students that their voices should get louder at the end of a sentence with an exclamation point. Explain that a question mark at the end of a sentence signals that a question is being asked, and students' voices should rise at the end of a question. Model proper expression and intonation for students as you read aloud the following sentences from "A Trip" on page 22.

- *Traveling turned out to be fun!*
- *What would happen next?*
- *They would camp on this trip!*

- ii** Have students take turns reading the passage aloud in small groups. Remind them to use the Fluency Checklist on page 21 to help them monitor their rate, accuracy, and expression as they read "A Trip."

EL

English Learner

PHONICS AND DECODING The *English Learner Teacher's Guide* provides more reinforcement for students during Workshop who need additional help with Foundational Skills.



Differentiated Instruction

AL

APPROACHING LEVEL For additional practice with proper intonation, provide the following sentences for students to read aloud during Workshop. *Did Dad pack the van? Mom did not want to stop! The tunnels were dark! Did the kids want to sing?*

ePresentation

Blending — Lesson 3 Day 1

Words

1	arches	riches	branches	punches
2	thrills	whips	cloths	baths
3	rushes	wishes	splashes	dishes
4	boxes	taxes	dresses	classes

Blending — Lesson 3 Day 1

Sentences

- 1 Dennis polishes the glasses with soft cloths.
- 2 A harsh wind rushes in and bends the branches.

Blending — Lesson 3 Day 3

Words

1	dimmed	happened	wedged	budged
2	kicked	locked	packed	thickened
3	clutched	sketched	snatched	pitched
4	hugged	grilled	distracted	visited

Blending — Lesson 3 Day 3

Sentences

- 1 Helen snatched eight chilled milk cartons and packed them for lunch.
- 2 Nine hatched chicks clucked and strutted across the ridge.

Resources:

- *Student Anthology I*, pp. 139, 143, 150, and 156
- Routine II
- *Skills Practice I*, pp. 73–76

Objectives: Students will

- identify Main Idea and Details and Cause-and-Effect relationships.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with expression.

Close Reading

INFORM students that they will not read the entire selection “Ellie’s Long Walk” a second time. Instead, they will analyze the text using excerpts from the selection. Before you begin, review the following methods for understanding complex text.

Access Complex Text

Cause and Effect

REMIND students that the term *Cause and Effect* describes a type of relationship in which one event or situation (a cause) leads to another event or situation (an effect). Knowing the cause or causes of an outcome helps a reader understand how the events in a story are related. In addition, the ability to identify causes helps readers predict possible effects. Then remind students that they identified causes and effects when they read “The Bat, Birds, and Beasts.”

Main Idea and Details

REMIND students that a Main Idea is the most important idea in a section of text. Details provide more information about the main idea and usually tell *how*, *what*, *why*, *where*, or *when*. Readers look for each main idea and supporting details in order to gain a deeper understanding of the text. Then remind students that they identified main idea and details in “The Final Game,” and that a main idea is often much clearer and easier to identify in nonfiction than in fiction.



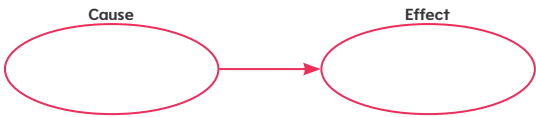
Teacher Tip

EXCERPTS You might want to display the excerpts from *Student Anthology I* so that the whole class can read them together. This will eliminate the distraction of turning pages.

ePresentation

Access Complex Text

Cause and Effect



Reading and Responding

Access Complex Text

Main Idea and Details

CCSS RI.2.2

- HAVE** students look at page I39. In the first paragraph, point out the phrase “a huge storm blew in.” Tell students this is a main idea. Then ask students to identify details on page I39 that support the main idea. **Possible Answers:** *lightning flashed; thunder rolled; wind shook the tent; the storm raged for hours; trees crashed to the ground*

Cause and Effect

DISCUSS what follows with students:

Remember that identifying causes and effects in a story can help readers understand how events are related. Let us consider the storm as a cause. What effects can you identify from the text on page I39? Possible Answers: A nearby tree crashed to the ground. Pam and Ellie were scared and comforted each other.

Main Idea and Details

CCSS RI.2.2

- DIRECT** students’ attention to page I43. Explain that although the main idea is often stated in the first sentence, it can be presented anywhere in a paragraph. Ask students to identify the main idea on page I43. *Ellie helped Pam, but sometimes Ellie needed Pam’s help.* Then ask students what details support this idea. **Possible Answers:** *Pam carried Ellie’s pack across the stream so it would not get wet. Pam helped Ellie get up a steep rock wall. Pam and Ellie made each other happy by playing.*

CCSS RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

ePresentation

In October, as Pam and Ellie walked through Vermont, the weather was pleasant for many days in a row. Then, one evening just as they climbed into their tent, a huge storm blew in. Lightning flashed, thunder rolled, and wind shook their tent with every gust.

The storm **raged** for hours and hours. In the darkest part of the night, Pam and Ellie were **startled** by a loud crack followed by a terrifying explosion. It was a nearby tree crashing to the ground.

Crack! Another tree fell.

Crack! Crack! Crack!

All night long the wind blew down one tree after another. Pam was terrified. She was afraid one of the trees would smash them flat.

Ellie was scared, too. She crept up next to Pam. Pam wrapped her arm around the young dog and all through that long, terrible night they huddled together, comforting each other.

I39

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.

I43



Teacher Tip

MAIN IDEA To help students identify a main idea in a paragraph or on a page, tell them to explain in one sentence what the passage is about.



Teacher Tip

VOCABULARY If students need additional support with some of the words in the selection, such as *mountaintops*, *lightning*, and *furiously*, briefly discuss the words and their meanings as the selection is reread.

Text Connections

CCSS RL.2.1, RI.2.1, RI.2.6

HAVE students turn to page I56 of *Student Anthology I*. Read each question with the class. Call on various students to answer the questions. Provide enough time for students to respond to each other’s questions and to ask new ones when relevant to the topic.

1. How did Pam and Ellie train for their hike? *They walked three hours every day carrying packs. At first the packs were empty, and then Pam added weights.*
2. When did Pam decide she and Ellie were ready to hike the Appalachian Trail? *Pam decided she and Ellie were ready when they could walk six miles carrying heavy packs without getting tired.*
3. How did Pam respond after she fell and hurt her back? *She felt discouraged, but Ellie encouraged her to keep going.*
4. How is Pam and Ellie’s relationship an example of teamwork? **Possible Answer:** *Pam and Ellie showed teamwork by training together, traveling together, and playing together. They also gave each other encouragement.*

Draw students’ attention to the Did You Know? feature on page I56. As a class, discuss what this information means. Have students consider the length of the Appalachian Trail and the amount of time it might take a person to hike the entire trail.

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. **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.

ePresentation

Respond

You will answer the comprehension questions on these pages as a class.

Comprehension

Text Connections

1. How did Pam and Ellie train for their hike?
2. When did Pam decide she and Ellie were ready to hike the Appalachian Trail?
3. How did Pam respond after she fell and hurt her back?
4. How is Pam and Ellie’s relationship an example of teamwork?

Did You Know?

The Appalachian Trail is the longest footpath in the United States.



I56



Differentiated Instruction

BL **COMPARE AND CONTRAST** Have students compare and contrast the training that Pam and Ellie did with the training required of other teams students have read about in this unit.

Practice Vocabulary



USE Routine II, the Selection Vocabulary Routine, to have students practice their vocabulary and determine the meaning of words.

Display the selection vocabulary words from “Ellie’s Long Walk.” Ask students the following questions and have them respond to each with one of the appropriate vocabulary words.

- 1. Which word is an antonym for partial? *entire*
- 2. Which word names a place to snow ski? *slope*
- 3. Which word describes a feeling you might get in an emergency situation? *panic*
- 4. Which word describes an icy sidewalk? *slick*
- 5. Which word names the top part of something? *surface*
- 6. Which word is a synonym for voyage? *journey*
- 7. Which word means “to take as one’s own”? *adopt*
- 8. Which word describes the action of a violent storm or fire? *raged*
- 9. Which word is a synonym for surprised and frightened? *startled*
- 10. Which word describes the way a turtle moves? *inch*
- 11. Which word names a courageous way to deal with a challenge? *face*
- 12. Which word describes a change in nature or condition? *turned*

For additional practice and review of the selection vocabulary words, have students complete *Skills Practice I* pages 73–74.

ePresentation

Vocabulary

adopt	entire	face	inch
journey	panic	raged	slick
slope	startled	surface	turned

Practice Comprehension

HAVE students turn to *Skills Practice I* pages 75–76. Read through the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.

Fluency

Expression

CCSS RL.2.6, RF.2.4.B

REMIND students that reading with expression helps to communicate the mood and meaning of text. An exclamation point at the end of a sentence signals excitement, and the sentence should be read with special emphasis. Dialogue is also read with expression and in a voice that reflects the character who is speaking. Model proper expression as you read aloud page 150 of “Ellie’s Long Walk.”

Then have student pairs take turns reading the page aloud to practice reading with expression. Remind them to speak in a voice that reflects Pam’s character and acknowledges her point of view when reading her dialogue.

CCSS **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.
RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

ePresentation

Fluency

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!”

150



Differentiated Instruction

AL **APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the accessing complex text skills and vocabulary words taught in this lesson.

Resource:

- *Language Arts Handbook*, pp. 34–35

Objectives: Students will

- review goals and finish drafting their opinion pieces.
- give and receive feedback about their drafts.
- review subjects.
- review verbs, nouns, and capitalization.
- review spelling words.

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

Writing an Opinion Piece

Drafting

Instruct—Draft and Writers’ Conference

DISPLAY the following goals, and remind students that their draft should include:

- an opening sentence that clearly states the opinion.
- three reasons that support the opinion.
- an explanation for each reason.
- a strong concluding statement.
- linking words and phrases to connect opinions and reasons.
- specific vocabulary related to the topic of money.
- plural nouns used correctly.
- language that is appropriate to their audience.
- a clear purpose.

Point out places where your writing included some of these elements. *Specific vocabulary: allowance, save, borrow, generous; Linking words and phrases: last reason; Plural nouns: lots, things, decisions, others*

Tell students that you will continue to work toward these goals as you revise and edit your writing.

Guided Practice

CCSS W.2.1

HAVE students finish writing the drafts of their opinion pieces. Remind them to use their graphic organizers as a guide and to keep the writer’s goals in mind. Circulate among students to help them as needed.

Apply

CCSS SL.2.1.A

DIRECT students to get into small groups to review their drafts. Refer students to *Language Arts Handbook* pages 34–35 for a review of writers’ conferences. Remind students to follow agreed-upon rules for discussion.



Have students take turns reading aloud their drafts. Each student in the group will identify one positive aspect about the draft. Then have students evaluate the draft using a TREE diagram and the writer’s goals, and offer suggestions for improvement. Be sure students take notes about the feedback they receive from their peers.

ePresentation

Writing

Writer’s Goals

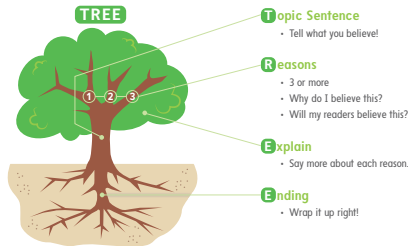
- ▶ An opening sentence that clearly states the opinion
- ▶ Three reasons that support the opinion
- ▶ An explanation for each reason
- ▶ A strong concluding statement
- ▶ Linking words and phrases to connect opinions and reasons.

Writing

Writer’s Goals

- ▶ Specific vocabulary related to the topic of money
- ▶ Plural nouns used correctly
- ▶ Language that is appropriate to their audience
- ▶ A clear purpose

Tree Diagram



Teacher Tip

CONFERENCING Some students may desire additional feedback or guidance with their drafts. Meet individually with students as needed in one-on-one writer’s conferences.

Grammar, Usage, and Mechanics Review

Unit I Review

Review

EL REVIEW Lessons 1-5. Have students get into groups. Give each group of students a sheet of chart paper. Have students write a sentence on the chart paper and then pass it around to the other members of the groups, so each student can add a sentence.

When every student has written a sentence, pass the group's chart paper with sentences to another group so that each group has another group's sentences.

Have the first student in each group put a line between the complete subject and the complete predicate.

Have the next student in each group underline the simple subject of a sentence.

Have the next student circle the verb(s) in a sentence and label them as *helping*, *linking*, or *action*.

Tell the next student to identify the noun(s) in a sentence as either *common* or *proper* nouns.

Tell the next student to edit all sentences for proper capitalization or have the student point out several capitalized words and explain why each word begins with a capital letter.

Continue this process until all sentences have been marked for the skills taught in this unit.

EL English Learner

GRAMMAR The *English Learner Teacher's Guide* provides Grammar, Usage, and Mechanics lessons on Days 3 and 5 of each week during Workshop. These lessons reteach the strand or strands being

Teacher Tip

CONNECTING THE LESSON Have students choose one page from this week's selection in [bold/ital] *Student Anthology I*. Have them identify the following: common and proper nouns; action, helping, and linking verbs; and the first words of sentences that are capitalized.