

Resources:

- *Sound/Spelling Cards* 35 and 36
- *Skills Practice I*, pp. 71–72
- *eGames*

Objectives:

- Students will
- review words with /ng/ spelled **ng**; /nk/ spelled **nk**; the inflectional ending *-ing*; the schwa sound; and /əl/ spelled *el*, *le*, *al*, and *il*.
- 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.

ePresentation

Phonics and Decoding

Review Lesson 4 Sounds/Spellings and Inflectional Ending *-ing*

Blending

REVIEW /ng/ spelled **ng** and /nk/ spelled **nk** using *Sound/Spelling Cards* 35 and 36, and review the inflectional ending *-ing*, the schwa sound, and /əl/ spelled *el*, *le*, *al*, and *il*. Review the high-frequency words that were introduced in Lesson 4 (*bring*, *seven*, *thank*, *think*, *use*, *why*). Then have students read the words and sentences from Lesson 4.

Writing

HAVE students create a three-column chart with the headings *Nouns*, *Verbs*, and *Adjectives*. Tell students to write the words from the word lines in the appropriate column. Point out that some words fit in more than one category. Explain that students can choose how to categorize these words, but should be prepared to explain their reasoning.

Fluency

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

EXPAND the fluency concepts from Days 2 and 3 by reusing pages 71–72 from *Skills Practice I*.

Tell students that the more they reread a passage or selection, the more natural their reading will sound. Explain that for this reading of “A Trip,” students should focus on reading the passage accurately and automatically. Accuracy and automaticity are important aspects of fluency because once students have achieved these skills, they are able to rapidly decode words and focus more on understanding the meaning of the text. Tell students that multiple readings help them become more fluent readers because they should be able to read a passage more quickly, expressively, and smoothly with each attempt.



Have students read “A Trip” aloud with a partner several times. Tell students to refer to the



Fluency Checklist for reminders about reading with appropriate rate, accuracy, and expression.



Differentiated Instruction



AL APPROACHING LEVEL Pair these students with a beyond-level partner for fluency practice during Workshop. The beyond-level student can act as a mentor and model how to read with accuracy and automaticity.



English Learner

FLUENCY Depending on students’ level of language proficiency, students may or may not be ready to read an entire passage. Have students at Levels 1 or 2 practice reading word lines to you. Pair students at Levels 3 or 4 with beyond-level students for fluency practice.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Blending — Lesson 4 Day 1

Words

1	hang	lung	strong	spring
2	dunk	stink	crank	wink
3	clapping	rocking	strumming	judging
4	banging	banking	singing	sinking

Blending — Lesson 4 Day 1

Sentences

- 1 Thank Milt for flinging junk in the trash bin.
- 2 Bring Frank if you think he will have fun shopping.

Blending — Lesson 4 Day 3

Words

1	camel	novel	model	level
2	candle	marble	puzzle	sizzle
3	petal	pedal	signal	medical
4	fossil	anvil	wobble	pedestal

Blending — Lesson 4 Day 3

Sentences

- 1 Why did Mabel travel seven blocks to bring us pickles?
- 2 Use a metal funnel to trickle sand into the bottle.

Resources:

- *Student Anthology I*, pp. 129, 135, 137, 144, 147, 150, 155, 157-161
- Routine II

Objectives: Students will

- review the Story Elements of Character and Plot.
- apply selection vocabulary to new contexts.
- read grade-level text orally, with automaticity.
- review conjecture and ask new questions for Inquiry.

Close Reading

TELL students that they will look closely at specific parts of the story and read with a writer’s eye. This means they will examine techniques that writers use to create well-written pieces.

Writer’s Craft

Story Elements: Character

REMIND students that a Character is a person or creature that interacts with others within a story. Writers develop characters by describing their physical features, personalities, and feelings. Readers also learn about characters through what the characters say, what they think, and how they act.

Story Elements: Plot

REMIND students that the word *Plot* refers to the structure of a story. A plot usually includes a beginning, which introduces the action or problem; a middle, in which attempts are made to solve the problem; and an ending, in which the action concludes and the problem is resolved. Authors may use sequence, cause and effect, details, and dialogue to build the plot.

Display a Story Map as students read to help them apply this skill.

ePresentation

Writer’s Craft

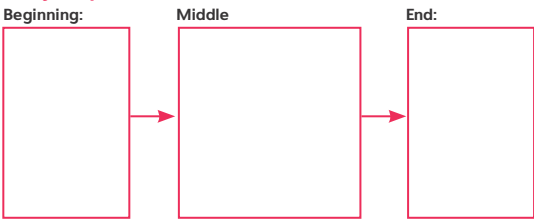
Story Elements

Character is a person or creature that interacts with others within a story. Writers develop characters by describing their physical features, personalities, and feelings.

Plot refers to the structure of a story. A plot usually includes a beginning, a middle, and an ending. Authors may use sequence, cause and effect, details, and dialogue to build a plot.

Plot

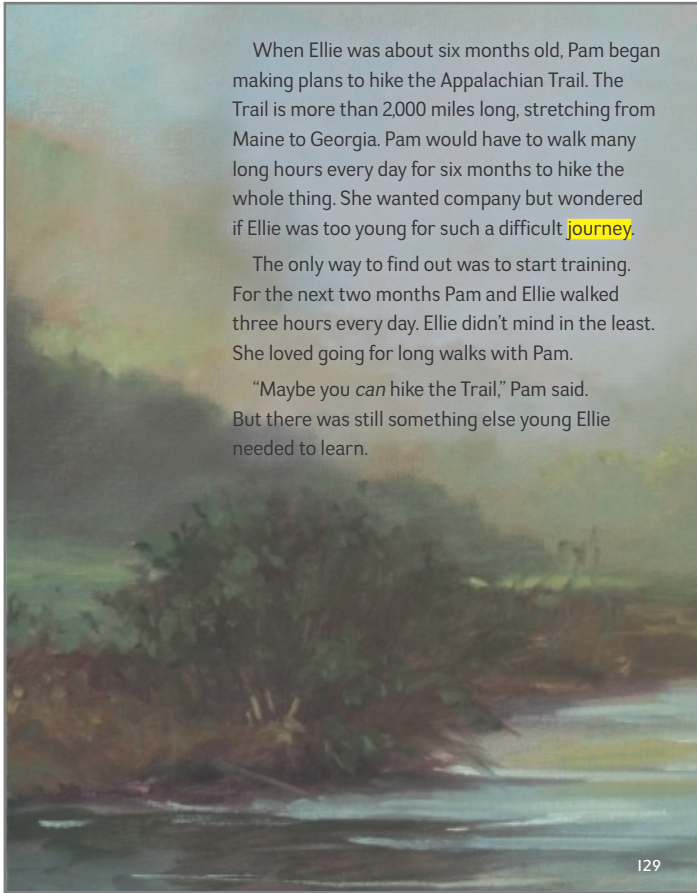
Story Map



Teacher Tip

CLOSE READING Reading a text multiple times and looking for different things with each successive reading will help students to become stronger readers. Prompt students to regularly utilize this technique as the school year progresses.

Reading and Responding



When Ellie was about six months old, Pam began making plans to hike the Appalachian Trail. The Trail is more than 2,000 miles long, stretching from Maine to Georgia. Pam would have to walk many long hours every day for six months to hike the whole thing. She wanted company but wondered if Ellie was too young for such a difficult journey.

The only way to find out was to start training. For the next two months Pam and Ellie walked three hours every day. Ellie didn't mind in the least. She loved going for long walks with Pam.

"Maybe you *can* hike the Trail," Pam said. But there was still something else young Ellie needed to learn.

CCSS **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.

ePresentation

Writer's Craft

Story Elements: Plot

CCSS **RL.2.7**

REMINDE students that the beginning of a story often introduces a type of conflict, or problem, that sets the action in motion. On page 129 of "Ellie's Long Walk" the author sets up the action that will follow with the statement "Pam began making plans to hike the Appalachian Trail." Ask students what other sentence on this page relates to this "problem" and moves the action forward. **Possible Answer:** "The only way to find out was to start training." Have students explain their reasoning. **Possible Answer:** This sentence moves the action forward because it is the next step that Pam must take in her plans to hike the Appalachian Trail.

Plot

Story Map

Beginning:

Middle

End:

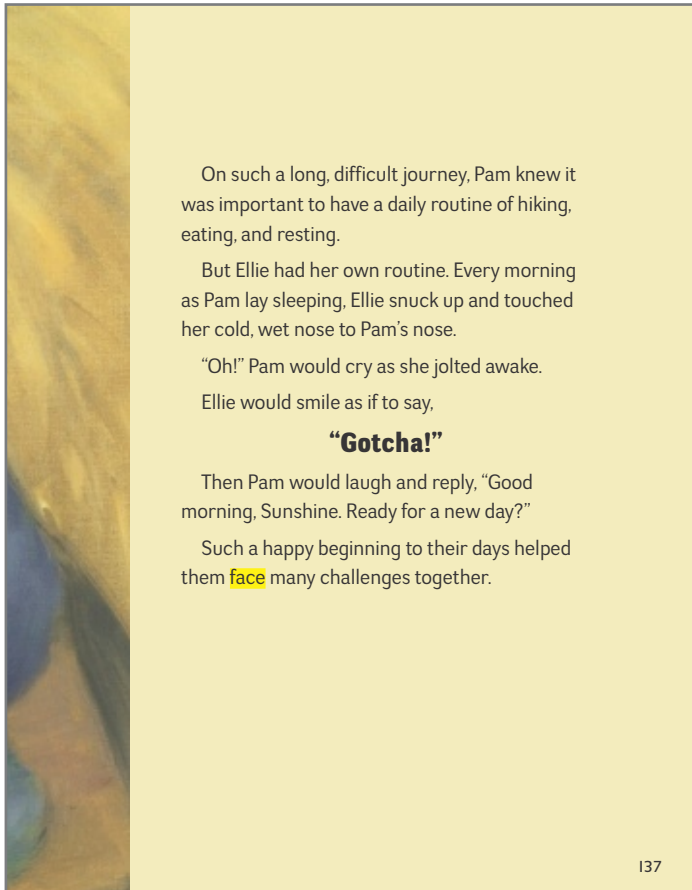


Differentiated Instruction

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

CCSS **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.

ePresentation



Writer's Craft

Story Elements: Character

CCSS **RL.2.7**



REMIN students that readers can learn about characters from what they say, do, and think. Ask students what they know about Pam based on what she says, does, and thinks on page 137. **Possible Answer:** Pam thinks it is important to have a routine, so this tells me she is disciplined. The way she plays with and talks to Ellie tells me she is also a fun person who loves her dog.



Differentiated Instruction

AL **RESPONDING** Provide the following sentence frames to help students respond to questions about Pam's character: When Pam says/does _____, it tells me that she is _____. Pam thinks _____, so I know that she is _____.

Writer's Craft

Story Elements: Character

TELL students that, even in nonfiction stories, animals can be main characters and readers can learn about them the same way they learn about human characters. Have students identify Ellie's actions and sounds on page 144. **Possible Answer:** *She ran to Pam's side after Pam fell, and then she sniffed Pam's head and whimpered.* Have students tell what these behaviors reveal about Ellie. **Possible Answer:** *They show that she cares about Pam and is worried about her.*

THEN have students look at page 147. Ask, *On this page, how does the author make Ellie's dialogue believable?* **Possible Answer:** *The author does not say that Ellie actually speaks. She interprets Ellie tapping Pam's shoulder as meaning "Please get up." What else do we learn about Ellie from the way she leads Pam down the trail?* **Possible Answer:** *Ellie is patient and willing to wait for Pam. She takes the responsibility for leading the team when Pam cannot.*

REREAD the following sentence on page 147: *"With her paw, Ellie tapped Pam's shoulder as if to say, 'Please get up.'"* Have students write similar sentences about Ellie that describe an action. Have students then state the corresponding dialogue.

CCSS RL.2.7

CCSS 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.

ePresentation

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 **slip**. 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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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.

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Differentiated Instruction: Writing Dialogue

AL APPROACHING LEVEL Have students each work with a partner to write a sentence about Ellie during Workshop.

OL ON LEVEL Have students write complete, correct sentences about Ellie during Workshop.

BL BEYOND LEVEL Have students write dialogue for a brief conversation between Ellie and Pam during Workshop.

ePresentation

CCSS 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.

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.

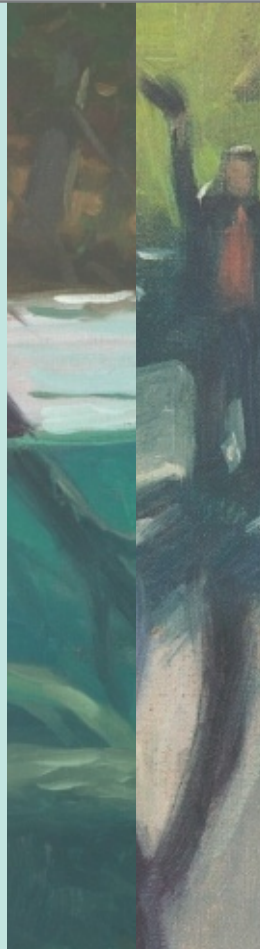
Ellie was going to be swept under the ice and over the falls.

"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!"



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!"

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Writer's Craft

Story Elements: Plot

CCSS RL.2.7

TELL students that within the sequence of events that forms a plot there is a *climax*, or high point, in the action. This is usually the most exciting event in the story and often comes near the end. Have students identify the high point in "Ellie's Long Walk." **Possible Answer:** *The high point is when Ellie falls through the ice.* Point out that the author uses a lot of exclamation points on page 150. Ask students to explain what effect this has on the text. **Possible Answer:** *The exclamation points make the text more dramatic and signal that this is the high point of the story.* Have students identify other techniques the author uses to make this an effective high point. **Possible Answers:** *She uses sound words that reflect the action, such as Crack! and Splash! She uses short sentences to move the action along very quickly. She uses dialogue that expresses Pam's panic and the seriousness of the situation.*

REMIND students that the end of a plot, or storyline, includes a resolution. Review page 155 with students and have them describe the story's ending. *The story ends happily with Pam and Ellie successfully completing the entire Appalachian Trail.*

Title

Story Map

Beginning:

Middle

End:

Connect

Social Studies



Read this information. You will answer the questions as a class.

Text Feature

Maps are images that show where places are in relation to each other.

The Appalachian Trail

You just read about Ellie and her dog, Pam, hiking the Appalachian Trail. The Appalachian Trail is about 2,100 miles long. It stretches from Mount Katahdin in Maine to Springer Mountain in Georgia. The trail spans fourteen states as it traces along the Appalachian mountain range.

It took Ellie and Pam six months to hike the **entire** trail. The easiest part of the trail stretches between Shenandoah National Park in Virginia and southern Pennsylvania. The trail is more difficult to the north or the south of this section, and is most difficult in New Hampshire and Maine. Although many hikers plan to hike the entire trail, only about one in four each year make it all the way.



Use the map of the trail to answer the questions.

1. How many states does the Appalachian Trail cross?
2. How can you tell the total distance of the Appalachian Trail?
3. How can you determine the geography of the Appalachian Trail? Is there something about the map that helps you with this?



Go Digital

Search for photographs of people hiking the Appalachian Trail in different seasons of the year.

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Social Studies Connection

Text Feature

Tell students that maps are diagrams that show an area, such as land, and things within that area. Maps show places in relation to each other. Textbooks and technical texts often have maps.

Reading “The Appalachian Trail”

CCSS RI.2.7

DISPLAY “The Appalachian Trail and read it as a class. Then have students each work with a partner to answer the questions.

1. How many states does the Appalachian Trail cross? *The Trail crosses fourteen states.*
2. How can you tell what the total distance is of the Appalachian Trail? **Possible Answer:** *I can use the legend to determine the distance of the Appalachian Trail.*
3. How can you determine the geography of the Appalachian Trail? Is there something about the map that helps you with this? **Possible Answer:** *The different colors of the map symbolize different geographical elements, such as which parts of the trail go through mountains and which parts do not.*

Go Digital



REVIEW with students some of the reliable websites they can visit to search for photographs of people hiking the Appalachian Trail in different seasons of the year.



Teacher Tip

GO DIGITAL There are several videos available online that show the entire Appalachian Trail hike in time-lapse. Consider showing one such example to students.

Look Closer

READ the questions and have various students answer them. Have students respond to each other and to ask relevant new questions. Then have students complete the Write Activity on their own.

Keys to Comprehension

CCSS RL.2.1, RI.2.1

1. Pam and Ellie spent several months training for their journey. What does Pam’s preparation tell you about her character? **Possible Answer:** *It tells me that Pam has discipline and is a careful planner. She is adventurous to take this trip with only her dog to keep her company.*
2. What is the reason Pam and Ellie hike the Appalachian Trail? **Possible Answer:** *Pam wanted to hike the Trail because it was a challenge and an adventure.*

Writer’s Craft

CCSS RL.2.5

3. Summarize the plot of “Ellie’s Long Walk” in three sentences. **Possible Answer:** *In the beginning, Pam gets a puppy and prepares for hiking the Appalachian Trail. Pam and Ellie have good and bad times on their long hike. In the end, they succeed in hiking the whole trail.*

Concept Development

CCSS RL.2.7

4. On page 126, Pam says, “I see you like to explore new places, Ellie. Me, too! You and I are going to make a fine team.” What does she mean? **Possible Answer:** *Pam sees that Ellie likes to explore, so she thinks Ellie will make a great companion for the hike.*

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. **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.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **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

Write

Describe an adventure that you had.

Look Closer

Keys to Comprehension

1. Pam and Ellie spent several months training for their journey. What does Pam’s preparation tell you about her character?
2. What is the reason Pam and Ellie hike the Appalachian Trail?

Writer’s Craft

3. Summarize the plot of “Ellie’s Long Walk” in three sentences.

Concept Development

4. On page 126, Pam says, “I see you like to explore new places, Ellie. Me, too! You and I are going to make a fine team.” What does she mean?

Apply

Read this story. Then discuss it with your class.

Vocabulary Words

- adopt
- entire
- face
- inch
- journey
- panic
- raging
- slick
- slope
- startled
- surface
- turned

Vocabulary

Cooking

I have adopted a new policy this year. Rather than hiding from my fears, I am going to face them. Since I have always been afraid of cooking, I will begin by examining every inch of a new recipe. It is startling to realize how many groceries we need.

I help my mom make a grocery list, and then we drive to the grocery store. We walk inside the store and choose ingredients. I feel panic over the number of choices for each.

Once home, my mom says the first thing we will cook is the rice. She turns on the burner to boil some water. It seems like a long time before it comes to a raging boil. Once the water is bubbling, I add the rice. Are those few pieces supposed to surface? I thought they would sink.

Next she lets me put the salad together. Has this avocado turned ripe? Once the salad is done, I reach for the olive oil and manage to knock the bottle over! Thankfully, our countertop slopes at the edge, so the oil does not spill on the floor. I do not need a slick floor right now.

Our family sits down to dinner, and my mom says my first attempt at cooking was a success! I will help clean the entire kitchen after dinner, but for now, it is time to eat. This has been a fun journey.

Concept Vocabulary

Think about the word partnership. The main character in "Cooking" is helped by mom. How does this character benefit from this partnership?

Extend Vocabulary

Write the word that describes or means the same as the words below.

1. ice, oil

2. long trip, travels

3. top, upper layer

4. surprise, shock

5. move slowly, a small amount

6. rotate, veer
7. take on, foster

8. alarm, fear

9. bank, incline

10. take on, engage

11. all, whole

12. frenzy, uproar

Apply Vocabulary ROUTINE II

USE Routine II, the Selection Vocabulary Routine, to have students read the vocabulary selection on Student Anthology I pages 158–159.

Start by reviewing the words and definitions with students. Then explain to them that many English words can be used in different ways. Sometimes a word can function as a noun, but also as a verb. Sometimes a suffix can change an adjective into a noun.

Tell students that, as they read this text, they should pay close attention to this week’s selection vocabulary words and how each word is used here. You may want to have students compare and contrast the new and original definitions and parts of speech.

Remind students of the concept vocabulary word partnership. Have them discuss the question on page 159: Think about the word partnership. The main character in "Cooking" is helped by mom. How does this character benefit from this partnership? Possible Answer: The main character’s mom helps the main character cook the rice and prepare the salad.

HAVE students complete the Extend Vocabulary activity on Student Anthology I page 159 for more practice with vocabulary. 1. slick, 2. journey, 3. surface. 4. startle, 5. inch, 6. turned, 7. adopt, 8. panic, 9. slope, 10. face, 11. entire, 12. raging

Vocabulary

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

Fluency

Automaticity

CCSS RI.2.6, RF.2.4.B

REMIND students that multiple readings will help them become more fluent readers. Quick word recognition, or automaticity, allows readers to focus on understanding.

Model reading automatically as you read aloud the first paragraph on page 135 of "Ellie's Long Walk." Then have small groups of students practice reading the paragraph with fluency and automaticity.

Inquiry

Step 6—Deliver Presentations

CCSS W.2.7, W.2.8, SL.2.2, SL.2.4

REVIEW CONJECTURE AND ASK NEW QUESTIONS Remind students that the research process can go on and on. Discuss any new findings, based on the presentation(s), that might lead students to revise their conjectures.

Have students take turns recounting their experience doing the research project for Inquiry. What was difficult? What did they enjoy? Encourage them to share appropriate facts, key ideas, and relevant, descriptive details and to speak audibly in coherent sentences.

Discuss similarities and connections students find among the ideas they have gathered in their research. *What new questions do these ideas generate? How do these new questions connect with questions they posted as they read the unit selections?* Make a list of further questions for research, and post them on the **Concept/Question Board**. Explain to students that research on this topic does not have to end with the presentation.

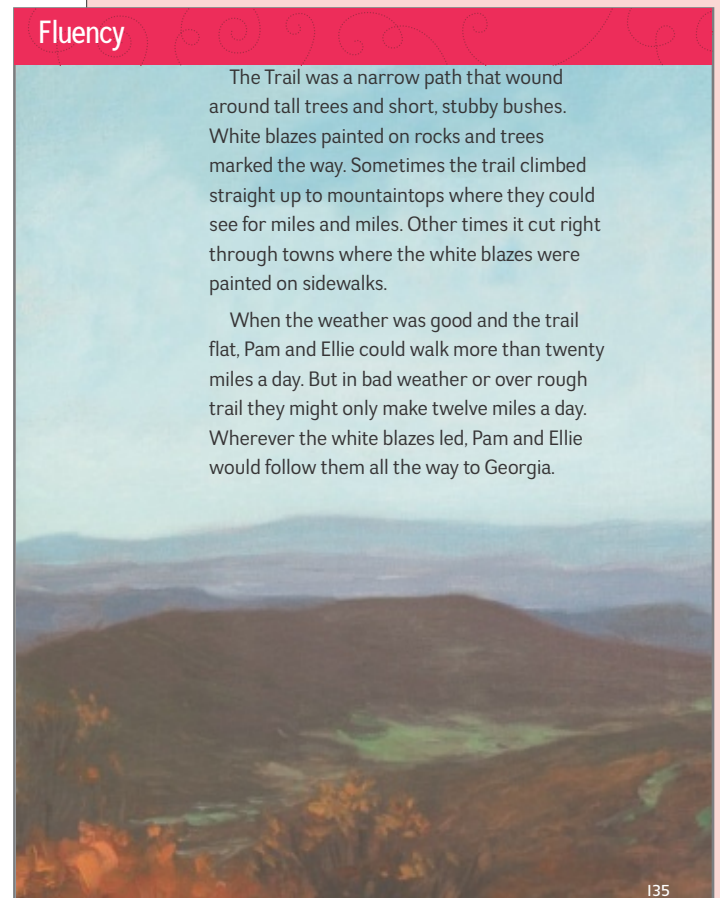
CCSS RI.2.6 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ePresentation

Fluency

The Trail was a narrow path that wound around tall trees and short, stubby bushes. White blazes painted on rocks and trees marked the way. Sometimes the trail climbed straight up to mountaintops where they could see for miles and miles. Other times it cut right through towns where the white blazes were painted on sidewalks.

When the weather was good and the trail flat, Pam and Ellie could walk more than twenty miles a day. But in bad weather or over rough trail they might only make twelve miles a day. Wherever the white blazes led, Pam and Ellie would follow them all the way to Georgia.



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Teacher Tip

INQUIRY During Workshop, have students meet in their small groups to work on their Inquiry activities.

Resources:

- *Skills Practice I*, p. 52
- *Language Arts Handbook*, p. 38

Objectives:

- Students will
- revise, edit, and publish their opinion pieces.
 - practice the formation of small letters *n* and *r*.

CCSS W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.




Writing an Opinion Piece

Revising and Editing

Instruct—Revise and Edit Draft

CCSS W.2.5

 **MODEL** revising your draft based on the writer’s goals and the elements of opinion pieces. Narrate your thoughts as you revise the writing to eliminate imprecise language, replace it with specific vocabulary, and make other revisions. Have students suggest improvements as well. 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 believe that anyone who receves a allowince should divide it into three equal amounts. One third is for saving, one third is for spending, and one third is for giving to others. To begin with, lerning to save money is an importint skill. Adults pay for cars, houses, food, clothing, and college. Saving mony to pay for these expensive things is a better option than borrowing mony. Second, learning how to spend mony is importint too. When you spend money, you decide what to buy. As a result, you lern how to make good decishuns about what is worth spending mony on. Finally, giving money to those in need teaches about the importance of helping others. Plus, being genrouis to others is a great feeling! Mony is a tool we all have to use, so learning early in life about the three main ways to use it is great idea.





Differentiated Instruction

AL RETEACH For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the Writing skills taught in this lesson.

Guided Practice

CCSS W.2.5, L.2.2.E

-  Have students revise their drafts using the checklist on *Skills Practice I* page 52 and using the feedback they received in the previous day's lesson. Display the writer's goals, so students can refer to them as they revise.
-  Model editing your draft. Have students suggest edits. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.

Possible Model:

I believe that anyone who receives an allowance should divide it into three equal amounts. One third is for saving, one third is for spending, and one third is for giving to others. To begin with, learning to save money is an important skill. Adults pay for cars, houses, food, clothing, and college. Saving money to pay for these expensive things is a better option than borrowing money. Second, learning how to spend money is important too. When you spend money, you decide what to buy. As a result, you learn how to make good decisions about what is worth spending money on. Finally, giving money to those in need teaches about the importance of helping others. Plus, being generous to others is a great feeling! Money is a tool we all have to use, so learning early in life about the three main ways to use it is great idea.

CCSS W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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 the audience
- ▶ A clear purpose



Differentiate Instruction: Revising


- AL APPROACHING LEVEL** If students are having difficulty revising their writing, then during Workshop have them read their persuasive paragraphs to you individually, so you can offer suggestions for revision.
- OL ON LEVEL** If students need help revising their writing, then have them reread their writing during Workshop, and ask themselves the following questions: *Have I made my opinion clear? Do my reasons support my opinion? Do my explanations support the reasons? Have I included a strong ending that summarizes my opinion?*
- BL BEYOND LEVEL** If students understand the revising process, then have them revise another piece of writing during Workshop.



Teacher Tip

DICTIONARIES Model how to check spellings of misspelled words in the dictionaries.

Apply

 **HAVE** students edit their opinion pieces using the checklist on *Skills Practice I* page 52. Tell students to use the proofreading symbols shown on *Language Arts Handbook* page 38. Tell students to reread their opinion pieces several times to look for errors in spelling, grammar, punctuation, and capitalization. Tell students that they should consult reference materials, including beginning dictionaries, to check and correct spellings.

Refer students to *Skills Practice I* page 52 for a publishing checklist. Display the ePresentation visual of the Publishing checklist.

- ☐ Write or type a neat copy of your summary.
- ☐ Add a photograph or a drawing.
- ☐ Read your opinion writing to the class or to small a group of classmates.

Model rewriting your revised and edited opinion piece to create a clean copy. Have students follow your model and create their own neatly-written copies. Alternatively, give students the option of using digital tools such as a computer to type and print final copies. If they wish, have students add a photograph or drawing.

Instruct students that they will be presenting their pieces tomorrow orally. Have students practice presenting their pieces with a partner.

CCSS W.2.1, W.2.6, L.2.2.E

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. **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **L.2.2.E** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.








ePresentation

Writing

Publishing Checklist

- ☐ Write or type a neat copy of your summary.
- ☐ Add a photograph or a drawing.
- ☐ Read your opinion writing to the class or to a small group of classmates.

Proofreading Symbols

- | | |
|---|--|
|  Indent the paragraph. |  Make a capital letter. |
|  Add something. |  Check spelling. |
|  Take out something. |  Add a period. |
|  Make a small letter. | |

Teacher Tip

PEER EDITING Tell students it is easy to miss simple errors when correcting their work, so it is always a good idea to have a classmate read the material as well.

Penmanship

Unit I Review: Small Letters *n* and *r*

Instruct

REVIEW with students the formation of small letters *n* and *r*.

n Starting point, straight down, back up, around right, straight down: small *n*

r Starting point, straight down, back up, curving around right to stopping place: small *r*

Write the words *net*, *not*, *roll*, and *riff* on the board to model proper letter formation and spacing.

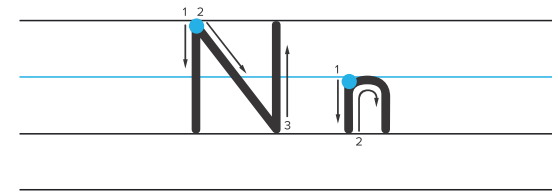
Apply

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 *n* and *r* properly and to write legibly.

ePresentation

Penmanship



Penmanship

