

**Resources:**

- *Sound/Spelling Cards* 37 and 39
- *Lesson and Unit Assessment I*, pp. 68–72

**Objectives:** Students will

- review words with /er/ spelled *er*, *ir*, *ur*, *ear* and words with /or/ spelled *or*, *ore*.
- build writing skills.

**CCSS**

L.2.I.F Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.*)

# Phonics and Decoding

## Review Lesson 5 Sounds/Spellings

### Blending

- EL REVIEW** /er/ spelled *er*, *ir*, *ur*, and *ear* and /or/ spelled *or* and *ore* using *Sound/Spelling Cards* 39 and 37. Review the high-frequency words that were introduced in Lesson 5 (*animal*, *better*, *black*, *first*, *learn*). Then have students read the words and sentences from Lesson 5.

### Writing

CCSS L.2.I.F

**HAVE** students write sentences that include two words from any of the word lines. Tell students to write at least five sentences. When students have finished writing, have them trade papers with a partner and check each other's sentences to be sure they make sense and are complete.

### Monitor Progress

- FORMAL ASSESSMENT** Use *Lesson and Unit Assessment I* pages 68–72 to assess students' understanding of the skills taught in this unit.



## ePresentation

### Blending – Lesson 5 Day 1

#### Words

1	herd	partner	murmur	disturb
2	fist	first	skit	skirt
3	earl	search	heard	learn
4	twirler	surfer	curler	server

### Blending – Lesson 5 Day 1

#### Sentences

- 1 Sherman wants to learn how to be a better singer.
- 2 Kurt heard the river gurgle first.

### Blending – Lesson 5 Day 3

#### Words

1	or	born	orbit	formal
2	stork	work	mentor	actor
3	tore	core	forecast	explore
4	order	sorter	forever	underscore

### Blending – Lesson 5 Day 3

#### Sentences

- 1 What sort of animal did Loretta transport to the shore?
- 2 Cord wore black shorts that were torn.

**Resources:**

- *Student Anthology I*, pp. 20–161
- *eGames*
- *Lesson and Unit Assessment I*, pp. 73–77

**Objectives:** Students will

- discuss the unit reading selections.
- discuss the unit theme.

**CCSS** 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.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## Theme Wrap-Up and Review

### Discussion

CCSS SL.2.1.A, SL.2.3, SL.2.4, L.2.6

**HAVE** students look in *Student Anthology I* at the selections and poems for Unit I. Have them choose the selection they like best. Organize students into small groups based on the selection they chose. Review the rules for collaborative discussions, such as listening to others and speaking one at a time, and then have the small groups use the following activities to discuss and review the unit selections:

- Retell the selection.
- Explain why you liked the selection.
- Identify what you learned about teamwork from the selection.
- Make connections to the selection by describing an experience or telling a story that relates to the selection.
- Discuss the meanings of interesting or difficult vocabulary words from the selection, as well as any related words that come up in conversation.

**HAVE** each group share its responses with the class. After each group has presented, tell students in the audience to ask the group questions in order to clarify or gather additional information.

Continue the discussion about the unit theme by asking students the following questions:

- What are examples of different teams?
- Why is it important for the members of teams to work together?
- What can happen when members of teams do not work together?
- What new information did you learn about teamwork?

### BIG Idea: How can you work better with others?

**DISPLAY** the Big Idea question and have students suggest answers to the question. Ask students to explain how the selections in the unit helped them answer the Big Idea question.



#### Teacher Tip

**DISCUSSION** Be sure that each student has an opportunity to share his or her thoughts and ideas about the selections and the unit theme.



#### Monitor Progress

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

### 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.

#### Theme Wrap-Up

- ▶ Retell the selection.
- ▶ Explain why you liked the selection.
- ▶ Identify what you learned about teamwork from the selection.
- ▶ Make connections by describing an experience or telling a story that relates to the selection.
- ▶ Discuss the meanings of interesting or difficult vocabulary words, as well as any related words.

#### Theme Questions

- ▶ What are examples of different teams?
- ▶ Why is it important for the members of teams to work together?
- ▶ What can happen when members of teams do not work together?
- ▶ What new information did you learn about teamwork?

#### BIG Idea

##### BIG Idea

How do you work better with others?

# Reading and Responding

## Concept/Question Board

**REVIEW** the items on the Teamwork **Concept/Question Board** and have students discuss what they have learned about teamwork. Read each question to see if there are any that have been answered and can be moved to the Concept side of the Board. Discuss how their ideas about teamwork have changed since the beginning of the unit. Ask students to suggest other questions and ideas about teamwork that they have.

## Additional Reading

**HELP** students find further information and answer to their new questions by providing additional books about teamwork for them to read. Use books such as the following:

*The Enormous Potato* by Aubrey Davis

*Bat's Big Game* by Margaret Read MacDonald

*Chicken Chickens* by Valeri Gorbachev

*Game Day* by Tiki and Ronde Barber

*Swimmy* by Leo Lionni

*Togo* by Robert J. Blake

*Pumpkin Soup* by Helen Cooper

*Farmer Duck* by Martin Waddell

*Going Places* by Peter and Paul Reynolds

*The Polka Palace Party* by Erica David

**ENHANCE** students' comprehension, fluency, vocabulary, and word analysis skills by having them use **SRA Reading Laboratory 2.0**. This component will help to develop independent, confident readers.



### Differentiated Instruction

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



### Teacher Tip

**PREVIEW** You should preview any trade books for appropriateness in your classroom before recommending them to students.



### Monitor Progress

**FORMAL ASSESSMENT** Use *Lesson and Unit Assessment I* pages 73–77 to assess students' understanding of the skills taught in this part of the unit.

**Resources:**

- *eGames*
- *Lesson and Unit Assessment I*, p. 78-81 and 83

**Objectives:** Students will

- publish their opinion pieces.

**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.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## Writing an Opinion Piece

### Publishing

**CCSS** W.2.1, SL.2.3

**HAVE** students take turns reading their pieces aloud in small groups or to the class. Instruct students to read their opinion pieces with expression to hold the audience's attention. Tell students it is also helpful to maintain eye contact with their audience if possible.

Remind the other students to listen carefully. Instruct students that they can show respect to the speaker by using their senses: keep their eyes on the speaker; keep their ears open; keep their mouth closed; and keeping their hands still. Give time for students to ask and answer questions about the paragraph in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Instruct students to give examples about what they liked about the piece of writing after its author is finished reading it aloud.

**Monitor Progress**

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

**Monitor Progress**

**FORMAL ASSESSMENT** Use *Lesson and Unit Assessment I* pages 78-81 and 83 to assess the skills taught in this unit.