Grade 2
UNIT 1
THEME 3
LESSONS 2-6
Grade 2 Agenda:
Lesson 2 Theme 3 Unit 1
Meet Rosina

1. Morning Work: Do Now
2. Phonics and Word Study
3. Building Fluency
4. Robust Vocabulary Instruction / Words in Context
5. Rigorous Text Discussion – Main Selection
6. Small Group Time
7. Writing
8. Handwriting

**Teacher Read Aloud (can be facilitated at any time of the day)**

<table>
<thead>
<tr>
<th>Classroom Implementation</th>
<th>Annotated Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Morning Message</strong>: Today we will read about a girl who is deaf. That means she can’t hear. What are your favorite things to hear and listen to? How would you feel if you couldn’t listen to them anymore?</td>
<td>Message should be written prior to students entering the classroom.</td>
</tr>
<tr>
<td>• <strong>Daily Language Activity (DLA)</strong> (option; can use one in book or write your own as long as the same skills are being reinforced)</td>
<td></td>
</tr>
</tbody>
</table>

Unit 1 Theme 3 Grade 2
**Learning outcome:** Students will practice decoding and encoding words with the short and long a.

**Part 1: Cumulative Letter / Sound / Review**  
(This is quick – 2 minutes)

Vowels: a, e, i, o, u (short sounds only)  
LONG A  
- Review the letter / sounds in random order using the letter/ keyword/ sound routine

**Rationale / Intro**  
- The letter sound review is to be facilitated during the phonics lesson and not during morning routines.  
- The routine should be quick – about two minutes  
- Use the *Macmillan* sound / spelling cards for consistency  
- Use the sequence: letter name, keyword, sound  
  “a, apple, /a/”  
Naming the sound for last is purposeful as it is the last component in a student’s memory, ready for application to decoding.  

**Corrective Feedback:** when an error is made, teacher should repeat the sequence and allow students to echo and review that sound card later during the review session

**Part 2: Review New Sound /Spelling of Targeted Sound -**  
- LONG A  
- Use Macmillan Cards-  
- Teach New Rule: **SILENT E:** When a word ends in silent or bossy e, the a says its name. This is called the long vowel sound.

**Part 3: Word Building and Dictation**  
**Teacher and Student Cards:** a, b, c, e, k, m, n, r, t  
man  
mane  
cane  
can  
r

**Part 2: Review of New Sound / Spelling**  
Remind Students of the phonics rule they learned last week.  
**Phonics Rule CVC:** when a single vowel is between two consonants, it usually has the short sound. Explicitly teach the rule to the students.

**Part 3: Word Building**  
- Each student needs to manipulate letters while the teacher models word building.  
- Establish a routine for students to organize letters needed.  
- Post large letter cards (teacher) in a pocket chart that is visible to all students.
rat  rate  rake  brake  bake  make  made  mad

Procedure:
- Teacher models the first two words for the students (mate, mat)
- Guided Practice/Practice
Tell the students it is now their turn to build words. Tell them to listen while you tell them which letters to use. Follow the routine below.

Say:
Change the t to n. what’s the word (man)
Add an e to the end. What’s the word (mane)
Change the m to c. What’s the word (cane)
Take away the e. What’s the word (can)
Change the c to r. What’s the word (ran)
Change the n to t. What’s the word (rat)
Add an e to the end. What’s the word (rate)
Change the t to k. What’s the word (rake)
Add a b to the beginning. What’s the word (brake)
Take away the r. What’s the word (bake)
Change the b to an m. What’s the word (make)
Change the k to d. What’s the word (made)
Take away the e. What’s the word (mad)

- Repeat the sequence and pick up the pace (speed round)

*RISE 3D FORMATIVE ASSESSMENT OPPORTUNITY*

- Dictation / Encoding: After the speed round, dictate all words.
  Students should write words in their journals.
  Write the words on the board for students to self-check.
  Circulate or collect journals to record students who are having difficulty.

- Model “Spell it back” by naming the letters as they are returned to their place.

- Possible Misconceptions/ Difficulties
  - Word Building is a DECODING activity. Students should try and read the words without blending.
  Students who have difficulty with decoding, should be given extra blending practice during small group.

RISE 3D –
3d: Using Assessment to Inform Instruction
(Teacher notes on student learning)

Dictation Journals: Students should have a dictation journal to use for the dictation portion of the lesson.
The dictation journal can be used to collect formative data on students’ ability to encode words with the target sound.
### Part 4: Decodable Text Rereading Routine: I Can Bake a Cake

**High frequency words:**
Display the high frequency words. Point to and read the words with the children. Use them in a sentence or provide a quick definition as needed.

If students are inaccurate, return to the fine- or gross-motor spelling and writing practice from Day 1.

Review other high frequency words learned to date.

**Decodable phrases:**
Have students quickly read the phrases used in warm-up on Day 1. Provide any other phrases that were troublesome when reading the text on Day 1.

**Begin to read:**

- Have students locate decodable and high frequency words and read them accurately.
- Have the students read a sentence/page silently and then have the students read aloud.
- Provide corrective feedback immediately.
- Quickly address any vocabulary or concept that might be confusing. Continue with each page.

- Have students retell the story and respond to questions by pointing to answers in the text. Students should re-read sentences that answer the questions.
- Teach them sentence frames such as, "In the story . . ." and "For example, on page #___, it says _____."
- Allow students time to re-read the story with a partner.

### Part 4: Decodable Text Routine

- Provide time in DI for students to read current and previous decodable text repeatedly and in pairs.

OPTION: Provide a prompt for students to respond to the text. Encourage and praise work that includes correct spelling of decodable and high frequency words. Hold students accountable to responses that match the text.

**Red Flag Students:** Students who are below benchmark and struggling with decodable text should follow routines in appendix, Small Group Decodable Text Routines

**List Red Flag Students:**

### OPTIONAL Part 5: Spelling Word Sort

**MMH 77G**
Can complete during small group time.

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**RISE 4A: Notes on Teacher Reflection**

Can complete during small group time.
# Building Fluency

**Fluency Development Lesson Day 2 (FDL)**

**Learning outcome:** Read grade level text orally with accuracy, appropriate rate and expression.

**Student Friendly Outcome:** Today you will read a poem fluently. That means you read the words correctly, you read not too quickly but not too slowly and you read with expression.

**Learning Intention:** Students will understand that reading with prosody will help them to comprehend the text.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Annotated Notes</th>
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</thead>
</table>
| - Pass out a copy of the text to each student | **RISE 3A: Communicating with Students**
| - Read Poem out loud as students follow along with their copy. | Learning outcome and Rationale
| - Invite class to read chorally. | State the Learning outcome to the students and explain that learning to read with prosody will help them understand what they read.
| - Provide feedback to group regarding phrasing and expression. | The **prosodic features** help children to understand and interpret spoken language through the raising or lowering of our voices, emphasizing of certain words, speaking quickly, or speaking slowly. We get instantly what the speaker is trying to tell us through hearing these features in their oral language. These same features are embedded in the author’s intent in his written text. However it is not so simple for non-proficient readers to recognize prosodic features in text. We must explicitly teach children to recognize these prosodic features so that comprehension will occur.
| - **Option:** To support phrasing, cue text in meaningful chunks, and / or based on punctuation. | Research says that a repeated reading should occur at least three times to support reading of connected text.
| - Read chorally a minimum of three times. |  
| - Send a copy of the poem home for the students to read at home. |  

Unit 1 Theme 3 Grade 2
### Robust Vocabulary Instruction

**Lesson 2 Follow Ups – True / False**

**Learning intention:** deepen word knowledge of tier two words.

**Learning outcome:** recognize examples of situations to use new and exciting words

Review words prior to engaging in activity.

**Annotated Notes**

**RISE 3A: Learning outcome and Rationale**

State the Learning outcome to the students and explain that learning new and exciting words will help us to be better readers, writers and communicators.

**Reviewing Words:**
- When reviewing words, read the word and student friendly explanation (or have a student read) for each new target word.
- Students should repeat each word to support pronunciation.
- The words and explanations should be displayed in the classroom and students should have a vocabulary log or journal with this information recorded.
- At this point in building word knowledge, giving the students the word and explanation prior to engaging in the activity will allow all students access to the task.
- **DO NOT TURN THE REVIEW INTO AN ASSESSMENT** by asking who remembers what this word means? Simply begin the lesson by reading the word and student friendly explanation.

**During the Interaction with words:**
- require students to use the new word in their response
- require students to explain thinking
- Encourage collaboration by assigning different prompts to different groups or pairs or using turn and talks.
- Use of turn and talk will allow **all** students to engage in the activity by “thinking about the words and their use”.

**Student Misconceptions**
- if students use words in an incorrect tense, model correct usage
- collect formative data by listening to responses
- if students are struggling, review meaning to support their ability to think and respond

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<table>
<thead>
<tr>
<th>True or False:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you had a <strong>unique</strong> idea, it would be unusual and special.</td>
</tr>
<tr>
<td>Your coach would <strong>celebrate</strong> if the game were cancelled.</td>
</tr>
<tr>
<td>If you <strong>collaborate</strong> you work by yourself to complete a project.</td>
</tr>
</tbody>
</table>

**Tell students to explain their answers.**

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**Review Words in Context:** MMH85H
### Text Comprehension: Rigorous Text Discussion

#### Meet Rosina

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#### Classroom Implementation

**PART 1**

**Set a Purpose for Reading:**
- "*Meet Rosina* is a photo essay. It is a nonfiction article that uses mostly photographs and captions to express a theme or topic. Read to find out who Rosina is and what we will learn about her."
- A good reader uses strategies to get meaning from a story. *In this story, we are going to focus on summarizing.* When we summarize what we have read, we tell only the important ideas or information. We use our own words and tell it in only a few sentences.

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#### Rigorous Text Discussion

**PAGE 89**

End of page 89 📘

Query: What information does the author include in the beginning of the story that will help you understand the rest of the story? What page?

- *Rosina is deaf so this may affect the way she does things.*

Follow-up: How do the photographs on pages 88 and 89 help you understand what this selection is about?

- *Student response should be that some words are done with signs. Sometimes words are spelled out with letters formed with hand signals.*

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#### Planning and Preparation

**Intended Student Learning:**
- The author wants the readers to know that this story uses mostly photographs to give information about the topic.
- Understanding the main idea helps you to remember what is most important in the story.
- The author wants the reader to know that even though people are different and unique they are similar in many ways.

**Prior Knowledge Needed:**
- Sign language is a form of communication using hand signals to communicate.
- Different countries have different sign languages.

**Possible Difficulties:**
- Students may not be familiar with the photo essay genre.
- Students must understand that a photo essay relies on photographs to help them understand what the story is about.

**RISE 3A: Learning outcome and Rationale**
Teacher Think Aloud

When we summarize what we have read, we tell only the important ideas or information. We use our own words and tell it in only a few sentences. One way to summarize a story is to think about the main idea and details that support it. I think that the main idea will be showing how Rosina lives and how she communicates with her hands.

PAGE 90

“signing”
Vocabulary: Signing means making gestures that give information.

End of page 90

Query: The author said that Rosina goes to a school for the deaf? How would you describe her school? Cite evidence from the story. “What sentence or page # did you find that response?”

End of page 91

TURN AND TALK
Query: Look at the first sentence on page 91. “My brother Emilio also goes to my school.” What do you think the author wants us to know here?

- Student response should include that Rosina’s bother may be deaf too.

Follow-up: Why is that important?

(Turn and Talk)

End of page 92

Query: Discuss with a partner why Rosina’s mother would need to learn American Sign Language.

- Student responses may discuss the importance of using the same language for words in our country so that others understand what she wants to communicate.

Teacher should circulate room gathering information on student responses. This information can be used for who group instruction.

PAGE 93

“cultures”

Formative Assessment: Use the text dependent questions and other queries to engage students in a conversation about the text. Incorporate additional questions based on your students and possible misconceptions into the text discussion where appropriate.

RISE 3D – 3d: Using Assessment to Inform Instruction
Vocabulary: Cultures are a way of life, customs, and traditions.

End of page 93
Query: What else is the author telling us about Rosina’s family?
• Students should recognize that Rosina, her brother, aunts, and some other relatives must all be deaf.
Follow-up: What clues did the author give to help you figure out that Rosina’s other relatives must also be deaf? Where did you find that in the text?

End of page 97
Query: What have we learned about Rosina so far from the text and the photographs? Find examples in the text.
• Have students tell what page they found their answers on and have the rest of the students go back into the page to find the evidence also.
• Try to elicit that Rosina does things that other children her age do. If students do not come to this generalization ask follow-up question.
Follow-up: What is the author trying to tell you about Rosina?

End of page 99
Query: Look at pages 98 and 99. What else did the author tell us about Rosina?
• Have students go back into the text to cite evidence.

Page 101
Teacher Think Aloud
• Let’s see. How can these details help me figure out the main idea? All of these details tell about one thing: Rosina and her family making food. Are there any details that don’t support this idea? No. The main idea must be that Rosina and her family cook Mexican food together.

End of page 102
Query: From the text and the photos, what did the author tell us about Rosina’s family? Find examples from the story.
<table>
<thead>
<tr>
<th>Query</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text states that there are many more people in Rosina’s family. Based on what we’ve already read, what do you predict the next photograph will show?</td>
<td></td>
</tr>
<tr>
<td>Follow-up:</td>
<td></td>
</tr>
<tr>
<td>What did the author tell us about the rest of Rosina’s family?</td>
<td></td>
</tr>
<tr>
<td>Final Queries:</td>
<td></td>
</tr>
<tr>
<td>Why do you think the author wrote the story? Share with a partner and be prepared to discuss.</td>
<td></td>
</tr>
</tbody>
</table>
**Small Group Time**

**Teacher Group**

Teacher led phonics group with below benchmark students using district provided lesson plans for re-teaching.

**Independent Groups**

- Spelling word sort, P77G
- Unit Project
- Students work in partners to reread the main selection;
- Read Leveled Readers
- Decodable text with partner
- Response activities
- Personal Narrative Draft

**Handwriting**

**Handwriting**

**Pages 42 – 43**

**Present:**
Model the formation of Ee and Dd.

**Practice:**
Student Practice Book page 18 and 19

**Homework:**
Practice Masters pages 9 and 10

**Genre Writing**

**MMH Treasures**

**Author’s Chair:**

1. Select a few students to share their first draft with the class.
2. While students are sharing, take informal notes on their progress.
3. Allow the author to choose at least two students to ask questions.
4. Questions should be based on today’s objective.
5. Students can ask questions about the content of the writing and / or the process.
6. The teacher can also ask questions while taking notes.
7. You can use sticky notes to capture the student questions or your own questions for the student who is sharing.
8. The presenting student can collect your sticky notes and place them on the 1st draft.
9. This information will help the student reflect on his or her writing before beginning the revisions.
10. Allow the author to respond to each question and discuss how the comments might impact his or her work.

Unit 1 Theme 3 Grade 2
Closing:
1. Explain to students that today the focus was writing the first draft of the personal narrative and in the next phase, they will be able to revise their writing to improve the content.
2. Ask the students to answer the following prompt in their journals:
   a. How can you improve your personal narrative based on the criteria chart and comments from others?

Teacher Note: Between now and the next writer’s workshop lesson, read the students’ 1st drafts. Look for trends in the area of focus, content, organization, or style. For example, if the students are struggling with sentence fluency, then provide a mini lesson using the Macmillan matrices to locate where sentence fluency is taught and use Macmillan resources for explicit instruction. The teacher determines the revision mini lesson based on a review of student work. This formative practice will inform whole group and small group instruction.
### Grade 2 Agenda: Lesson 3 Theme 3 Unit 1

**Meet Rosina**

**Lesson 3**
1. *Morning Message: Do Now!
2. Phonics and Word Study
3. Small Group / DI
4. Building Fluency
5. Robust Vocabulary Instruction and Words in Context
6. Comprehension (Main Selection Continued) / Response
7. Small Group Time
8. Grammar
9. DI Small Group
10. Teacher Read Aloud (can be facilitated at any time of the day)

### Classroom Implementation

**Morning Meeting: Do Now!**

- **Morning Work**: What is something that your family likes to celebrate?
- **DLA**: *can use one in book or write your own as long as the same skills is being reinforced*

### Annotations

Message should be written prior to students entering the classroom.

### Phonics and Word Study

**Learning outcome**: Students will practice decoding and encoding words with short and long a.

**Learning intention**: Students will apply CVC and Silent E rule when decoding and encoding words.

**Part 1: Cumulative Letter / Sound / Review**

*This is quick – 2 minutes*

Review all short vowels and long A.

**Part 2: Review target sound with sound / spelling card**

- Review Long A using Macmillan Sound Spelling Card.
- Review the silent e / bossy e rule

**Annotated Notes**

RISE 3A: Share the objective with students and rationale.
**Part 3: Blending Practice -**

**Introduce:** Short a, Long a (a_e)

**Review:** Short Vowels

**Decodables:** You Can Bake a Cake!, Our Red-White-and-Blue Holidays

<table>
<thead>
<tr>
<th>tap</th>
<th>tape</th>
<th>cap</th>
<th>cape</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>wave</td>
<td>whale</td>
<td>waste</td>
<td>paste</td>
<td>plane</td>
</tr>
<tr>
<td>save</td>
<td>shape</td>
<td>quake</td>
<td>plate</td>
<td>snake</td>
</tr>
<tr>
<td>lake</td>
<td>grapes</td>
<td>game</td>
<td>flame</td>
<td>brave</td>
</tr>
<tr>
<td>best</td>
<td>list</td>
<td>shop</td>
<td>track</td>
<td>must</td>
</tr>
<tr>
<td>when</td>
<td>thing</td>
<td>dish</td>
<td>latch</td>
<td>stop</td>
</tr>
</tbody>
</table>

**Transition to Longer Words**

<table>
<thead>
<tr>
<th>waste</th>
<th>wastes</th>
<th>wasting</th>
<th>wasteful</th>
<th>shave</th>
<th>shaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>paste</td>
<td>toothpaste</td>
<td>taste</td>
<td>tasting</td>
<td>brave</td>
<td>bravely</td>
</tr>
</tbody>
</table>

A whale it too big to swim in a lake.
I ate a big bunch o' red grapes.

**Procedure:**
- tell the students that they will now practice reading many words that contain the __________ sound.
- instruct students to listen and watch as you model the first two words by blending the sounds together to read the words
- students should chorally blend and read the words
- offer corrective feedback using the procedure below
- read the first time for accuracy and repeat for fluency

_In Grade 2 students should be encouraged to ‘read’ the words as soon as possible remembering that blending is a scaffold_

- Students who struggle to ‘read’ the words without blending should be provided an opportunity to revisit the blending line in a small group setting.

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**Part 3: Blending Lines**

1. Model 1-2 words **ONLY**, then guide students to **chorally** blend / decode the remaining words.

2. Provide **practice with previously-taught phonics skills** (prior 3-5 weeks; review and repetition cycle) to offer work with the skill over an extended period of time to ensure mastery and monitor student progress. Monitor students while reading the blending lines and form small groups based on skill needs for D.I. time.

3. Provide **practice with minimal contrast sets** (e.g., hat/hot/hit/hut or tap/tape, ran/rain) to help students learn the importance of fully analyzing words when reading them and become flexible in their understanding and use of a wide range of phonics patterns.

4. Teach students how to transition from one-syllable words to multisyllabic words or longer words. Students in Grade 2 are exposed to large numbers of multisyllabic words in their reading selections and the phonics instruction they receive needs to reflect this by giving them guided support in applying their phonics skills to both one-syllable and longer words.

5. Provide additional **HOMEWORK** reading practice. Make copies of each week’s two sets of blending lines or have students record them on a sheet of paper

**Blending Line Corrective Feedback:**
If students make errors, stop and offer corrective feedback such as the following:
-The goal is to read with accuracy and automaticity
-If students make errors, stop and offer **corrective feedback** such as the following:

Say: *My turn.* Make the sound that students missed. Have them repeat the sound. Tap under the letter and say: *What's the sound?* Students chorally respond. Return to the beginning of the word. Say: *Let's start over.* Blend the word with students again.

**Note:** **Tapping should not be done during decoding activities.** Tapping supports encoding.

<table>
<thead>
<tr>
<th>Part 4: <strong>Differentiation with Decodable Text</strong></th>
<th>RISE 3D – Using Assessment to Inform Instruction (Record notes on student learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-O and A students work with partners to reread the Decodable Text selection</td>
<td></td>
</tr>
<tr>
<td>-B Students read Additional Decodable Text: <em>Our Red White and Blue Holiday</em></td>
<td></td>
</tr>
<tr>
<td>-Teacher should introduce content words to the Beyond group prior to reading</td>
<td></td>
</tr>
<tr>
<td>-Teacher should provide support by circulating and listening to students reading</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5: <strong>Dictation (Encoding Practice) EXIT SLIP</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;<strong>OPTIONAL RISE 3D OPPORTUNITY</strong>&quot;</td>
<td></td>
</tr>
<tr>
<td>-Dictate 5 words to students and a sentence using target sound</td>
<td></td>
</tr>
<tr>
<td>-Have children repeat the word, tap the sounds, and write each word</td>
<td></td>
</tr>
<tr>
<td>-Remind students of the phonics rule and encourage them to code words.</td>
<td></td>
</tr>
<tr>
<td>-Collect dictation as an exit slip</td>
<td></td>
</tr>
</tbody>
</table>

*Unit 1 Theme 3 Grade 2*
**Building Fluency**

**Learning outcome:** Students will read grade level text orally with accuracy, appropriate rate and expression.

**Student Friendly Outcome:** Today you will read a poem fluently. That means you read the words correctly, you read not too quickly, but not too slowly, and you read with expression.

**Learning Intention:** Students will understand that reading with prosody will help them to comprehend the text.

**Procedure:**
- Review components of the Fluency Rubric
- Chorally read the poem, students should have their copy in front of them.
- Put students in pairs to begin partner reading.
- Each student reads the poem to his / her partner three times.
- The partner listens and provides help when necessary and encourages the reader.
- After the third reading, the students reverse roles and the listener becomes the reader.

**RISE 3A: Communicating with Students**

**Learning outcome and Rationale**
State the Learning outcome to the students and explain that learning to read with prosody will help them better understand what they read.

-SUGGESTION: Partner students using the 1-20 ranking routine. Rank the students in order of reading ability. If you have 20 students, #1 would be paired with #11 and #2 would be paired with #12. Research says this is the best pairing method because there is not too much difference between abilities of the partners.

-Teacher should pull the below basic students to a small group to provide support while reading. During this reading, the teacher will provide the students with a selected segment of the text as a scaffold to lessen the load and allow the students to practice with connected text.
# Robust Vocabulary Instruction

**Learning Outcomes:** Applying word knowledge to a given context.

**Learning Intentions:** Apply what you know (show what you know) about exciting words by completing sentences.

Teacher should review words and student friendly explanations at the start of the lesson by reading each word and student friendly explanation. Encourage students to repeat each word. Use turn and talk to engage all students in thinking about words and use.

<table>
<thead>
<tr>
<th>Idea Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom <strong>celebrated</strong> because…</td>
</tr>
<tr>
<td>A <strong>unique</strong> way to get to school might be . . . .</td>
</tr>
<tr>
<td>I wanted to give my friend a <strong>unique</strong> present because . . .</td>
</tr>
<tr>
<td>At school you <strong>collaborate</strong> when you . . . .</td>
</tr>
</tbody>
</table>

**Reviewing Words:**
- When reviewing words, read the word and student friendly explanation (or have a student read) for each new target word.
- Students should repeat each word to support pronunciation.
- The words and explanations should be displayed in the classroom and students should have a vocabulary log or journal with this information recorded.
- At this point in building word knowledge, giving the students the word and explanation prior to engaging in the activity will allow all students access to the task.
- DO NOT TURN THE REVIEW INTO AN ASSESSMENT by asking who remembers what this word means? Simply begin the lesson by reading the word and student friendly explanation.

**During the Interaction with words:**
- require students to use the new word in their response
- require students to explain thinking
- Encourage collaboration by assigning different prompts to different groups or pairs or using turn and talks.
- Use of turn and talk will allow all students to engage in the activity by “thinking about the words and their use”.

Annotated Notes

**RISE 3A: Communicating with Students Learning outcome and Rationale**

- Teacher should review words and student friendly explanations at the start of the lesson by reading each word and student friendly explanation. Encourage students to repeat each word. Use turn and talk to engage all students in thinking about words and use.

- Reviewing Words:
  - When reviewing words, read the word and student friendly explanation (or have a student read) for each new target word.
  - Students should repeat each word to support pronunciation.
  - The words and explanations should be displayed in the classroom and students should have a vocabulary log or journal with this information recorded.
  - At this point in building word knowledge, giving the students the word and explanation prior to engaging in the activity will allow all students access to the task.
  - DO NOT TURN THE REVIEW INTO AN ASSESSMENT by asking who remembers what this word means? Simply begin the lesson by reading the word and student friendly explanation.

- During the Interaction with words:
  - require students to use the new word in their response
  - require students to explain thinking
  - Encourage collaboration by assigning different prompts to different groups or pairs or using turn and talks.
  - Use of turn and talk will allow all students to engage in the activity by “thinking about the words and their use”.

Unit 1 Theme 3 Grade 2
### Comprehension

**Main Selection Continued / Response**

**Learning Outcomes:** Use text evidence to analyze a character's feelings, actions and changes from the beginning to the end of the story.

**Learning Intentions:** Good readers think about, talk about and write about what they read in order to understand the text.

---

**Annotated Notes**

- Based on prior day's lesson, you may need to continue the text discussion.

---

**After Reading:**

**Respond to Text Using Text Evidence**

Complete the Think and Compare Questions on p. 107A

---

**Teacher Choice:**

- Complete either the response writing frame, or graphic organizer activity
- Can complete one in whole group setting and use the other for homework or independent / small group activity.

---

**-Response Writing Frame: Teacher Option: (can complete as shared writing or have students work in partnerships to complete)**

In a normal day Rosina does many things. One thing is ____________________________. Another thing is_______________________ . A final thing Rosina shared that she does is ____________________________ .

Of all the things, ____________________ looks like the most fun because ____________________________ .

---

**-Graphic Organizer Response Activity**

Complete the graphic organizer on page 88/89. After filling in the main idea and detail, write a summary statement using the information from the organizer.

---

**RISE 3A: Communicating with Students**

**Learning outcome and Rationale - Share with students**

**Reinforce Habits of Good Readers:**

- Explain to students that good readers use context clues to determine the meaning of unfamiliar words.
- Good readers monitor their comprehension while reading.
- A good reader uses strategies to get meaning from a story. In this story, we used making predictions and visualizing.
- Summarizing text after reading allows good readers to capture the author's main ideas.
- Learning to cite text evidence is important.

- Response activities can be completed during small group time.
| **Day 1** | **Tested Skill:** Subjects  
**Explain:** Define a subject.  
**Model:** Grammar Transparency 11 #1 & 2 | **Guided Practice:** Identify commands for numbers 3 – 5. | **Homework:** Grammar Practice Book page 11 |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Grammar</strong> (Identify Subjects)</td>
<td>Macmillan Page 73C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DI / Small group**

Note: For the first 2 weeks of school, teachers should use this time to assess students (DIBELS NEXT) while establishing rituals and routines for small group interactions and independent work time.

Teacher Led with Below Benchmark Students

**INDEPENDENT GROUP**

Leveled Readers w/ partner
- Complete one of the response to text Activities from *Meet Rosina* listed above.
- Unit Project
- Personal Narrative Drafts
Writing Activities: Flip Chart MMH 82J

**Teacher Read Aloud**

Can be facilitated at any time of the day

**Annotated Notes**
# Grade 2 Agenda: Lesson 4 Theme3 Unit 1

## Meet Rosina

1. *Morning Message: Do Now!
2. Phonics and Word Study
3. DI / Small Group
4. Robust Vocabulary Instruction
5. Comprehension Paired Selection
6. Small Group Time
7. Independent Reading / R5
8. Writing
9. Handwriting
   **Teacher Read Aloud (can be facilitated at any time of the day)**

### Classroom Implementation

#### Morning Work: Do Now!

- **Morning Message**: How do you collaborate with friends in school? How does this help you?
- **Daily Language Activity (DLA)** *(option; can use one in book or write your own as long as the same skills is being reinforced)*

### Phonics and Word Study

**Learning outcome**: Students will practice decoding and encoding words with short and long a.

**Part 1**: Cumulative Letter / Sound / Review *(This is quick – 2 minutes)*

- Short Vowels and Long A

**Part 2 – Structural Analysis**: MMH 77R: Suffixs – er / est

- Follow procedure in manual

---

Unit 1 Theme 3 Grade 2
**Part 3: Beck Word Building:**
Teacher models with the first two words:
- mate
- mat

a, e, g, m, n, p, t (teacher and student letter cards)

- mate
- gate
- gape
- gap
- tap
tape
tame
tam
tap
tape
gape
gap

Change the m to g. What’s the word: gate
Change the t go p. What’s the word: gape
Take away the e. What’s the word: gap
Change the g to t. What’s the word: tap
Add an e to the end. What’s the word: tape
Change the p to m. What’s the word: tame
Take away the e. What’s the word: tam
Change the m to p. What’s the word: tap
Add an e to the end. What’s the word: tape
Change the t to g. What’s the word: gape
Take away the e. What’s the word: gap.

**Encoding / Dictation:**
Dictate words to students.

---

**Part 3: Word Building**
- Students need letter cards to manipulate

- Word building is a **decoding** activity. The goal is to decode the words rapidly. If students still need support blending, provide small group instruction in the form of blending.

- Encoding / Spelling practice is a critical part of the word building process and supports learning the code. Be sure to complete this step after building the words. Students should record words in a word building journal.

**RISE 3D - Formative Assessment Information:**
(Use dictation to collect data on students)
They should write the words in their journals. Write the words on the board for students to self-check. Circulate or collect journals to record students who are having difficulty.

### Part 4: Differentiation with Decodable Text

- Follow Rereading Routine for Reading Decodable Text

- A and O students read decodable selection of the week: I Can Bake a Cake

- B student read the new decodable text: Red, White and Blue Holiday

- Provide corrective feedback immediately. Quickly address any vocabulary or concept that might be confusing. Continue with each page.

- Allow students time to re-read the story with a partner.

- Option: Provide a writing prompt for students to respond to

### Part 4—Decodable Text

- Provide time in DI for students to read current and previous decodable text repeatedly.

- Reading of decodable text is critical because it provides students with application of skill to connected text.

**OPTION:** Provide a prompt for students to respond to the text. Can be completed at a later time. Encourage and praise work that includes correct spelling of decodable and high frequency words. Hold students accountable to responses that match the text.

**Teacher Created Prompt:**

**Red Flag Students:** Students who are below benchmark and struggling with decodable text should follow routines in appendix, Small Group Decodable Text Routines

**List Red Flag Student Names**
**Teacher Group**

Teacher Small Group Phonics Lesson Provided by District

**Robust Vocabulary Instruction**

Story context review: Find words or examples of words in the main selection.

**Learning Outcomes:** Find examples of how we can connect our exciting words to our main selection.

**Learning Intentions:** Learning about vocabulary words helps us connect ideas and make meaning in text.

*Suggestion: Complete these in reader / writer notebooks or journals. Students may work in pairs.*

**Story context review**

In the story *Meet Rosina*, Rosina goes to a **unique** school. Give 2 examples form the story that shows that Rosin’s school is unique.

When you **celebrate**, you honor a special event by doing something fun. Give 2 examples of how Rosina celebrates in the story.

In the story, *Meet Rosina*, Rosina **collaborates** with others to get things done. Give 2 examples from the story that tell how Rosina collaborates.

**Independent Groups**

- Unit Project
- Response Activities
- Reread main selection (fluency)
- Leveled Readers
- Personal narrative Draft
- Flip Chart Writing Activities MMH 82J

**RISE 3A: Communicating with students**

Share the learning outcome and intention with students.

- Teacher should review words and student friendly explanations at the start of the lesson by reading each word and student friendly explanation.

- Encourage students to repeat each word.

- Encourage students to reread parts of the selection and use evidence from the text when responding.

- Students can work in pairs to complete.
### Comprehension - Paired Selection

<table>
<thead>
<tr>
<th>Text</th>
<th>You</th>
<th>MMH 107S-108</th>
</tr>
</thead>
</table>

#### Before Reading:
- Discuss the genre on the bookmark
- Discuss the literary element on the bookmark-photographs
- Discuss the content words on the bookmark
- Read the title to the students.

#### During Reading
- Instruct students to point to each word as you read it to the students.
- Have students continue to point and echo the reading.
- Discuss meaning of text.
- Identify rhyming words

#### After Reading
- Think about being unique. How does that connect to this poem? Turn and talk with a partner to discuss.
- Complete Connect and Compare Questions 1 & 2
  OPTION: Complete one question for homework or independent / small group work.

**Exit Slip. Students list a set of rhyming words (different than ones in poem)**

---

### Small Group Time: LEVLED READERS

**Learning Outcomes:** Students will read to apply strategies and skills using leveled readers.

- **Leveled Readers:** MMH
  - Provide Leveled Readers to students using the A, O, B books
  - Read to apply strategies, skills or fluency based on student need
  - Follow procedure in manual

---

**RISE 3A: Communicating with Students**
State the learning outcome and intention to students.

**-Teacher can work with Approaching group to support reading of text**

---

Unit 1 Theme 3 Grade 2
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Independent Reading / R5</th>
<th>Annotated Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Intentions:</td>
<td></td>
<td>Refer to handout in appendix for complete rule.</td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Handwriting</strong></td>
<td><strong>Present:</strong> Model the formation of Oo and Cc.</td>
<td><strong>Practice:</strong> Student Practice Book page 20 and 21</td>
</tr>
<tr>
<td><strong>Pages 44-45</strong></td>
<td></td>
<td><strong>Homework:</strong> Practice Masters pages 11 and 12</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Read Aloud</strong></td>
<td>Annotated Notes</td>
</tr>
<tr>
<td></td>
<td>Can be facilitated at any time of the day</td>
<td></td>
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<tr>
<td></td>
<td><strong>Genre Writing</strong></td>
<td>Annotated Notes</td>
</tr>
<tr>
<td></td>
<td><strong>Genre:</strong> Personal Narrative Continue previous lesson</td>
<td></td>
</tr>
</tbody>
</table>

Unit 1 Theme 3 Grade 2
### Morning work: Do Now!

- **Morning Message:** Write about a favorite relative. What do you like to do together? What makes them unique?

- **Daily Language Activity (DLA)** *(option; can use one in book or write your own as long as the same skills is being reinforced)*

### Annotated Notes

Message should be written prior to students entering the classroom.
<table>
<thead>
<tr>
<th>Phonics and Word Study</th>
<th>Annotated Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcome:</strong> Students will practice decoding and encoding words with long and short a.</td>
<td><strong>RISE 3A:</strong> Communicating with Students Learning outcome and Rationale State the learning outcome and rationale to students</td>
</tr>
<tr>
<td><strong>Learning intention:</strong> Students will learn the CVC rule: when a single vowel is in between two consonants, it is usually short.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 1: Cumulative Letter / Sound / Review</strong> (This is quick – 2 minutes)</td>
<td></td>
</tr>
<tr>
<td>Review short vowels and long and short a.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2: Word Ladder – Encoding Activity</strong></td>
<td></td>
</tr>
<tr>
<td>-Pass out the word ladder to students</td>
<td><strong>RISE 4A:</strong> Word Ladders rationale: Word ladders support word analysis, word structure and word meanings. By changing or rearranging one letter, students make a new word. Word ladders are a fun way to build decoding, phonics, spelling and vocabulary skills.</td>
</tr>
<tr>
<td>-Read the first clue and model how to change the letter to make a new word</td>
<td></td>
</tr>
<tr>
<td>-Read each clue and complete the word ladder together</td>
<td></td>
</tr>
<tr>
<td>-Model and record the correct spellings so the students can self-check as progress through the activity</td>
<td></td>
</tr>
<tr>
<td>-As students self-check, encourage them to chorally spell the words as a way to support the encoding process</td>
<td></td>
</tr>
<tr>
<td><strong>Part 3: Spelling Test</strong></td>
<td>Word list: bag, cap, ham, bake, ate, mad, back, cape, made, rake, fog, tug, different, number, other</td>
</tr>
<tr>
<td>-Pass out spelling paper</td>
<td></td>
</tr>
<tr>
<td>-Dictate each word and use it in a sentence</td>
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</tr>
<tr>
<td>-Students should write the word using their best handwriting</td>
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<tr>
<td>-Collect the papers and analyze</td>
<td></td>
</tr>
<tr>
<td><strong>Part 4: Reread Decodable Text</strong></td>
<td></td>
</tr>
<tr>
<td>-Assign students to work with partners to reread decodable texts</td>
<td></td>
</tr>
<tr>
<td>-Work with a small group of struggling readers to provide additional support</td>
<td></td>
</tr>
<tr>
<td>-Utilize correct feedback, allow students to ‘struggle’ through the text</td>
<td></td>
</tr>
</tbody>
</table>
**DI / Small Group**

**Teacher Group**
Teacher work with small group on phonics lesson using District provided lessons.

**Independent Groups**
- Response activities from main selection or author study response activities
- Unit project
- Leveled Readers / Decodable Readers
- Writing Activities MMH p82 J

<table>
<thead>
<tr>
<th>Robust Vocabulary Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-Up Activities</td>
</tr>
</tbody>
</table>

**Annotated Notes**
- Review words prior to task.
- Use this as a formative check on word knowledge.

---

**Single context review**

**Birthday Party**

A *unique* place to **celebrate** someone’s birthday would be . . . . . .

A *unique* present for someone’s birthday is . . .

You might need to **collaborate** to plan someone’s birthday party because . . .

*Let the students discuss their responses in small groups or partner and share with the whole group.*
Fluency Development Lesson (FDL) Lesson Four

Chorally read the poem, students should have their copy in front of them.
- Put students in pairs to partner read.
- Option: Allow students to select a partner on this day!
- Teacher should circulate around to listen to students read and provide feedback as needed.
- Students provide feedback to each other.

RISE 3A: Communicating with Students

State the Learning outcome to the students and explain that learning to read with prosody will help them better understand what they read.

Below basic students should work in their group using the shortened version of the text.  

- Option: Below basic students use whisper phones to hear themselves read.
<table>
<thead>
<tr>
<th>Leveled Readers/ Step Up</th>
<th>Annotated Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes: Students will practice reading complex text.</td>
<td>- Be honest! Tell students up front that this is a challenge and may be hard at times, but taking on the challenge is critical for their success as a reader!</td>
</tr>
<tr>
<td><strong>Materials Needed:</strong> Leveled Readers: Approaching, On Level, Beyond, Trade Books</td>
<td>- Allow students an opportunity to silently read or read the text with a partner prior to working with them in the small group setting. This can be done while you are working with another group.</td>
</tr>
<tr>
<td><strong>Simple Steps to Follow in the “step up” approach during Differentiated Instruction</strong></td>
<td>- Work directly with both the approaching and on level groups by providing scaffolds for them DURING THE READING. For example, ask questions about difficult syntax and vocabulary as you encounter them in text.</td>
</tr>
<tr>
<td>1. Provide a few days for students to read the leveled readers as you would normally do (example: On level kids read the on level book).</td>
<td>- Slow down and chunk the text into small sections. Focus on a paragraph or a few sentences. You may require students to reread sections to work on fluency.</td>
</tr>
<tr>
<td>2. After the second or third day, ‘step up’ the leveled reader for each group.</td>
<td>- Stop and ask text dependent questions to assist with constructing meaning.</td>
</tr>
<tr>
<td>a. Approaching Kids – Receive On Level Reader</td>
<td>- Focus on reading and the overall meaning of the text. This is not the time to complete a graphic organizer or discuss skills or strategies.</td>
</tr>
<tr>
<td>b. On Level Kids – Receive Beyond Level Reader</td>
<td>- Persistence is important!</td>
</tr>
<tr>
<td>c. Beyond Level Kids – Self Select a Trade Book</td>
<td>- Be encouraging and supportive but don’t over scaffold for students. Let them do the work!</td>
</tr>
</tbody>
</table>
### Lesson 5 Notes:

<table>
<thead>
<tr>
<th>Teacher Read Aloud</th>
<th>Annotated Notes</th>
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</thead>
<tbody>
<tr>
<td>Can be facilitated at any time of the day</td>
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<table>
<thead>
<tr>
<th>Genre Writing</th>
<th>Annotated Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong>: Personal Narrative</td>
<td></td>
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</tbody>
</table>

- Continue with Student Drafts
- Teacher provide mini lessons based on information from student drafts
<table>
<thead>
<tr>
<th></th>
<th>Grade 2 Agenda: Lesson 6 Theme 3 Unit 1 Meet Rosina</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*Morning Message: Do Now!</td>
</tr>
<tr>
<td>2.</td>
<td>Phonics and Word Study</td>
</tr>
<tr>
<td>3.</td>
<td>DI / Small Group-</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
</tr>
<tr>
<td>5.</td>
<td>Author Study</td>
</tr>
<tr>
<td>6.</td>
<td>Time for Kids – Text Features</td>
</tr>
<tr>
<td>7.</td>
<td>Small Group / DI Time</td>
</tr>
</tbody>
</table>

**Teacher Read Aloud: CAN BE FACILIATED ANY TIME OF THE DAY**

<table>
<thead>
<tr>
<th>Morning work: Do Now!</th>
<th>Annotated Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Message</strong>: Today we will read another story by Pat Mora. This story is about a girl who is worried because she is different. What advice would Rosina give her?</td>
<td>Message should be written prior to students entering the classroom.</td>
</tr>
<tr>
<td><strong>Daily Language Activity (DLA)</strong> (option: can use one in book or write your own as long as the same skills is being reinforced)</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6:

Begin by reviewing the definition of a syllable with students. Remind students that all words are made up of syllables. A word may have one, two or more syllables.

Students will identify the number of syllables in each of the following words. (You may have students clap out the syllables or count using the “chin drop”. (The chin drop is another good method for teaching how to count syllables is to put your hand under your chin. Say the word and count the number of times your jaw drops.)

*If additional practice is needed, use this time to review “SYLLABLES” with students. Provide multisyllabic words and practice counting syllables with group.

Introduce Closed Syllables

(Note the closed syllables used align with the spelling patterns in modules 1 & 2: short /a/ ; /e/; /i/; /o/ and /u/.

* The focus for syllable types will be closed syllables using short vowel sounds in all Unit 1 themes.

Some of the words may be unfamiliar to students; you may need to provide definitions for a few of the words.)
Review all short vowel sounds with students. Remind students that every syllable in a word has only one vowel sound.

Display the word:  **mitten**

Say: Syllable has one vowel sound I see two vowels in this word separated by two consonants

If I divide the word between the consonants I get **mit** and **ten**. Both of these syllables are **closed syllables**. They are closed syllables because they end in a consonant, I will try short vowel sound when I pronounce each syllable /mit~/ ten /. When we put these two syllables together we get the word **mitten**.

Display additional the words:  **lesson insect sunset helmet cannot falcon dentist magnet**

Students will read each of the multisyllabic words, identifying each of the closed syllables.

- As students read each of the words, students will identify the short vowel and point out that each word ends in a consonant and review that this is called a **closed syllable**.
  - The syllable is closed off by one or more consonants (syllable ends with a consonant).
  - The vowel sound is short
  - CVC or VC pattern
  - Most common spelling unit in English

(Activity sheet will be provided with syllable types for students to complete. Another option may be to have students mix the syllable types to form “nonsense” syllable words. ....see attached)
<table>
<thead>
<tr>
<th>Learning Outcomes: (TEACHER FILL IN BASED ON ACTIVITIES SELECTED)</th>
<th>Annotated Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Group</strong></td>
<td><strong>Independent Groups</strong></td>
</tr>
</tbody>
</table>
| Phonics Reteach lesson for below benchmark students using District Provided Lesson Plan | -Response activities from main selection or author study response activities
-Unit project
-Leveled Readers / Decodable Readers
-Writing Activities MMH p82 J |
| **Fluency** | **Annotated Notes** |
| Fluency Development Lesson (FDL)- Lesson Five | Provide Feedback to group
Have Fun! |

*Performance Day*

**Learning outcome:** Students will read grade level text orally with accuracy, appropriate rate and expression.

**Student Friendly Outcome:** Today you will perform your poem.

**Learning Intention:** Students will understand that reading with prosody will help them to comprehend the text.
-Students will perform their reading to the class.

-Options for performance:
Record each other on IPAD, radio reading, read to the principal, read to another class, group performances to the class, Reader Theatre, poetry coffee house
### Author Study
**The Rainbow Tulip**

- Revisit the author chart / artifact
- Introduce the new text: The Rainbow Tulip
- Read to students and discuss using questions
- Fill in the chart with the students
- Discuss connections between the three texts
- Complete one of the response activities focusing on standard 3.2 and complete during small group.

**CCSS RL.3.2** Describe how characters in a story respond to major events and challenges.

**Character Analysis Graphic Organizer:** Complete the graphic organizer attached to analyze the character and describe the challenges he/she faced and how he/she responded.

**Feelings Map:** A feeling map is a visual description of a character’s feelings and how they change over time. To implement, each student draws three to five faces of a character to indicate changes in feelings over the course of the story. Students should write captions under each face to describe the images. Provide a model for students as well as criteria.

#### Optional Activity --- Speaking and Writing Connection: The Rainbow Tulip
Discuss the value of oral histories and teaching basic interview techniques. Ask students to interview a family member. Following the interview, students can read the interview to their classmates.

### Time for Kids

**Read this week and Focus on captions and photographs**

---

The artifact created for this lesson should remain in the classroom for the duration of the study.

Optional response activities can be completed during group time.
### Small Group / DI Time

<table>
<thead>
<tr>
<th>Teacher Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> For the first 2 weeks of school, teachers should use this time to assess students (DIBELS NEXT) while establishing rituals and routines for small group interactions and independent work time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<tbody>
<tr>
<td><strong>Response activities from main selection or author study response activities</strong></td>
</tr>
<tr>
<td>-Unit project</td>
</tr>
<tr>
<td>-Leveled Readers / Decodable Readers</td>
</tr>
<tr>
<td>-Writing Activities MMH p82 J</td>
</tr>
</tbody>
</table>

### Teacher Read Aloud

**Teacher Read Aloud:** Can be facilitated any time of the day

| Annotated Notes: |

| End of Theme Notes |