

**Grade 2 Weeks 13-18 Lesson Seeds
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Also utilize the Suggested Standards Map for English/Language Arts located in the Literacy Closet &/or the Gheens Website.

**Unit Title: Thinking, Talking, Reading and Writing about
Comparing and Contrasting in Literary and Informational Texts.**

Overview: During this unit, readers will think, talk and write about similarities and differences between two versions of the same story and will determine the difference in points of view of characters in a story. Readers will also work on comparing and contrasting the most important points from two texts on the same topic. Readers will describe how reasons support specific points an author makes and the connection between a series of technical steps in informational text.

This unit has been planned with the understanding that these standards may have been introduced in the classroom through previous units and/or previous lessons. Although this unit focuses on specific standards, balanced literacy must be ensured so students progress in all aspects of reading. Writing should occur during both the Reading and Writing Workshop. During the Reading Workshop, writing will focus on writing about reading. During Writing Workshop, writing will focus on the writing process.

Focus Standards:

- RL.2.1: Ask and answer such questions as *who, what, when, where, why and how* to demonstrate understanding of key details in a text.
- RL.2.3: Describe how characters in a story respond to major events and challenges.
- RL.2.6: Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.2.1: Ask and answer such questions as *who, what, when, where, why and how* to demonstrate understanding of key details in a text.
- RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.
- RI.2.8: Describe how reasons support specific points the author makes in a text.
- RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10: 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.

Supporting Standards: W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6, RF.2.4

Reading Workshop is the recommended framework for standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction, narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessment and intervention are embedded within the workshop framework.

Classrooms that do not use a workshop framework are expected to implement research-based reading instruction daily. **Research-based reading instruction provides daily opportunities for students to experience:** interactive read alouds, shared reading, whole group mini-lesson, small group instruction, conferring with a teacher, independent reading practice, thinking, talking and writing in response to reading, and closure.

Teachers meet with small groups of students on a rotating basis and meet with the lowest achieving students daily. Targeted interventions are provided for students who need more support. Whole group, small group, and individual instruction should be standards-based.

This unit includes multiple lesson seeds. Lesson seeds include objectives, learning targets, sample activities, anchor charts, thinking stems, and formative assessment suggestions. Lesson seeds should be used to build or grow a learning experience, and are for the whole group mini-lesson. A learning experience includes standards, learning targets, materials, formative assessment opportunities, mini-lessons (e.g., teach/model/demonstrate, guided practice), daily work time (e.g., guided reading, focus groups, and/or book clubs) and daily group sharing (reflection and evaluation of the learning). **Some lesson seeds are designed to take multiple days.** For example, the mini-lesson might take one or two days, the guided practice would become the mini-lesson for the following day, and possibly extend to the next day. In addition, based on formative assessment, if the majority of students did not understand the mini-lesson concept, seeds may be repeated with different texts or excerpts. Although it may take more than one day to get through one seed, always remind readers of the focused learning target at the end of the daily mini-lesson. Then, send readers off to read on their own with a directive relating to the mini-lesson for their independent reading and writing. After work time, readers are gathered again to discuss and share the strategies and thinking they used while reading and writing and how they might have grown as readers.

Interactive read alouds, as well as on-level shared reading experiences allowing students to see and hear fluent reading of the text, should be included daily in addition to the reading during the mini-lessons. Many seeds revisit texts that have previously been read in prior experiences of shared reading and/or read alouds.

These curriculum units should not replace the work teachers need to do to support students in their development of phonemic awareness, phonics, word recognition, and spelling skills. Reading Foundational Standards will be addressed daily during Word Study, which may occur before the reading workshop. Students will have opportunities to apply and reinforce the use of word recognition skills and strategies during Reading Workshop and Writing Workshop. For example, when a teacher models letter-sound correspondence during a Word Study lesson, the teacher will want to draw attention to using the skill during the workshop mini-lesson, and provide opportunities for students to apply their use of the skill during authentic reading and writing.

Writing Standards 1-6 and most Language Standards will be taught during Writing Workshop, which is separate from Reading Workshop. However, these standards will be reinforced and support the learning of other standards throughout these units.

Handwriting Instruction - During this six-week unit, students in second grade should receive manuscript and/ or modern manuscript handwriting instruction on a daily basis as part of their word study and writing times. Appropriate manuscript letter and word formations are introduced, modeled and practiced in authentic writing tasks, e.g., writing to learn, demonstrate learning or for publishing. The JCPS Handwriting Map, which includes a link to resources to support instruction in cursive letter formation, can be found on the Gheens website and in the Literacy Closet.

Objective: Students will compare and contrast two versions of the same story.

Lesson Seed #1

Learning Targets:

I can describe similarities between two versions of the same story.

I can describe differences between two versions of the same story.

Mini-Lesson: (RL.2.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10; SL.2.6; W.2.3) This seed is intended to span multiple days. You should repeat this seed with different texts. Read aloud an original version of Cinderella.

Complete the chart below with students to identify the characters, setting, problem, main events, and solution of the story. Next read aloud Prince Cinders or another Cinderella story and complete the chart below with students to identify the characters, setting, problem, main events, and solution of the story. Compare and contrast the stories using the anchor charts created around the two versions of the text. Repeat this lesson with additional versions of Cinderella stories including versions from a variety of cultures. As students are able to compare and contrast they may work with a partner to compare and contrast two versions of another story. Bring students back together for a written response modeled by the teacher. Model for the students using reader’s notebooks.

Example: Prince Cinders, by _____, and Cinderella, by _____, are similar because _____.

They are different because _____.

Make sure to use evidence from the text and/or graphic organizer.

If needed, additional support comparing and contrasting multiple versions of the same story should be provided for students through small group instruction. Determine whether student difficulties are with comparing and contrasting or recognizing story elements. If students are having difficulty recognizing story elements, work in focus groups to help them identify story elements before working to compare and contrast.

Guided Practice: (this may occur during the next mini-lesson) Provide students with a copy of the organizer from the thinking stems. Explain to students that they will work with a partner to fill in the organizer, recognizing the story elements. Bring students back together to share their thinking. Have students recognized and noted the story elements? Support student thinking by adding any additional information to the organizer.

Work Time: Remind students of the learning targets. Explain to students that as they read their literary texts today, they will look for and note the story elements. Encourage students to pay close attention to the similarities and differences in two versions of the same story.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students back together and invite them to share their thinking from their reader’s notebooks with the whole group.

Thinking Stems/Anchor Chart:

<u>Title of the Story</u>	
Characters	
Setting	
Problem	
Main events	
Resolution/ Solution	

<u>Title of the Story</u>	
Characters	
Setting	
Problem	
Main events	
Resolution/ Solution	

Formative Assessment Opportunities:

- Note if students are able to compare and contrast different versions of a story, when working with a partner.
- Note if student written responses reflect an understanding of the two versions of a story.

Lesson Seed #2

Learning Targets:

I can describe similarities between two versions of the same story.

I can describe differences between two versions of the same story.

Mini-Lesson: (RL.2.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10; SL.2.6; W.2.3) Read aloud a version of a Cinderella story such as, Yeh Shen. Compare Yeh Shen to an original Cinderella story. In a whole group setting ask students to supply information to create a t-chart to show similarities and differences between the two Cinderella stories. When students are able to describe the similarities and differences in two different versions of a story give them the opportunity to work in small groups to create a t-chart to compare and contrast two previously read versions of the story.

Guided Practice: (this may occur during the next mini-lesson) Provide students with a copy of the organizer from the thinking stems. Explain to students that they will work with a partner to fill in the organizer, recognizing the story elements. Bring students back together to share their thinking. Have students recognized and noted the story elements? Have students grasped the similarities and differences from two versions of the same story? Support student thinking by adding any additional information to the organizer.

Work Time: Remind students of the learning targets. Explain to students that as they read their literary texts today, they will look for and note the story elements. Encourage students to pay close attention to the similarities and differences in two versions of the same story.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students back together and invite them to share their thinking from their reader's notebooks with the whole group.

Sample Thinking Stems/Anchor Chart:

<u>Cinderella</u>	<u>Yeh Shen</u>

Formative Assessment Opportunities:

- Note if students are able to select a previously read text to compare and contrast.
- Note if students are able to get started and support students having difficulty.
- Note if students are recording appropriate information on t-chart.

Performance Task:

- The students will work in pairs to generate a reading response that compares and contrasts two versions of the same story. Revisit the written response generated by the teacher in the previous seed. Example: Yeh Shen, by _____, and Cinderella, by _____, are similar because _____. They are different because _____. Make sure to use evidence from the text and/or graphic organizer.

Lesson Seed #3

Learning Targets:

- I can describe similarities between two versions of the same story.
- I can describe differences between two versions of the story.

Mini-Lesson: (RL.2.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10; SL.2.6; W.2.3) After reading aloud at least three versions of the same story (Cinderella, Red Riding Hood, The Three Little Pigs, etc.), divide the class into three equal groups. Students will work in groups to create sentence strips to describe the elements of the story (characters, setting, problem, main events, and solution). Support groups of students as needed with the elements of the story. If students are not familiar with a Venn diagram you will need to demonstrate how to create one. Students will use their sentence strips containing elements of the group’s story to create a human Venn diagram to compare and contrast different versions of the same story.

Guided Practice: (this may occur during the next mini-lesson) Provide students with a Venn diagram mentioned in the thinking stems. Explain to students that they will work with a partner to fill in the Venn diagram, recognizing the similarities and differences in versions of a story. Bring students back together to share their thinking. Have students recognized and noted the story elements? Have students grasped the similarities and differences from two versions of the same story? Support student thinking by adding any additional information to the organizer.

Work Time: Remind students of the learning targets. Explain to students that as they read their literary texts today, they will look for and note the story elements. Encourage students to pay close attention to the similarities and differences in two versions of the same story.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students back together and invite them to share their thinking from their reader’s notebooks with the whole group.

Sample Thinking Stems/Anchor Chart: Students will need to understand how to create a Venn diagram. You may want to draw one as a visual support for students.

Formative Assessment Opportunities:

- Note if students are able to place themselves appropriately to create a human Venn diagram.

Performance Task:

- The students will work independently to generate a reading response that compares and contrasts two versions of the same story. Revisit the written response generated by the teacher in the previous seed. Example: _____ by _____ and _____ by _____ are similar because _____. They are different because _____. Make sure to use evidence from the text and/or graphic organizer.

Objective: Students will compare and contrast the most important points from two texts on the same topic.

Lesson Seed #4

Learning Target:

I can sort key points from two texts on the same topic.

I can name key points two texts have in common.

Mini-Lesson: (RI.2.9, 2.1, 2.2, 2.4, 2.5; L.2.1, 2.5; SL.2.5) Read aloud two texts on dogs (e.g., Why are Dogs' Noses Wet? and First Discovery Dogs).

As students share key points from the texts record them on sentence strips. In a pocket chart create three columns with one text title on the left and the other text title on the right of the chart. In the middle, put the title Common Key Points. Have students work with a partner to choose a sentence strip, read it, and decide where to place it on the chart. Have the class check the placement of the sentence strip and ensure it is in the right spot.

Guided Practice: (this may occur during the next mini-lesson) Provide students with a Venn diagram mentioned in the thinking stems. Explain to students that they will fill in the organizer, recognizing the important points the author makes in two texts on the same topic. Bring students back together to share their thinking. Have students recognized and noted the story elements? Have students grasped the similarities and differences from two versions of the same story? Support student thinking by adding any additional information to the organizer.

Work Time: Remind students of the learning targets. Explain to students that as they read their informational text, they look for and note important points presented by two texts on the same topic. Encourage students to locate common points from both texts.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students back together and invite them to share their thinking from their reader's notebooks with the whole group.

Sample Thinking Stems/Anchor Chart:

<u>Why are Dogs' Noses Wet?</u>	Common Key Points	<u>First Discovery Dogs</u>

Formative Assessment Opportunities:

- As partners work notice if they are able to identify common points from both texts.
- Note which students are able to share key points from one or both texts.

Objective: Students will determine the difference in the points of view of characters.

Lesson Seed #5

Learning Targets:

I can recognize the differences in the points of view of characters in a story.
 I can tell which words or pictures I used to determine a character’s point of view.

Note: It is recommended that you read aloud, Sarah, Plain and Tall (E) prior to the lesson seeds. You may choose to use a familiar text with your class. You should repeat this lesson seed with different excerpts from the same text.

Mini-Lesson: (RL.2.6, RL.2.3, 2.1, 2.2, 2.5, 2.10; SL.2.6; W.2.8) This lesson seed is intended to span more than one mini-lesson. Remind students how recognizing a character’s point of view helps us, as readers, to understand what type of person the character is and the character’s actions. Explain that today we will look at the point of view of two characters in Sarah, Plain and Tall. As I read, listen to what the author is telling us about Anna and Caleb. Revisit pgs. 12-17 of the text. Think aloud *She’s thinking that she is answering Caleb’s questions. Maybe she is even getting impatient with him. I think this because the author is indicating Anna saying, “Hush, Caleb. Hush.”* Ask students to think about how Caleb feels about the conversation. *Caleb seems very curious about Sarah. He’s asking questions about Sarah. For example: “Do you think she will come?” “Do you think she will stay?” “What if she thinks we are loud and pesky?”* Record your thinking on the anchor chart.

Guided Practice: (this may occur during the next mini-lesson) Provide students with pages 18-31 from Sarah, Plain and Tall. Have students read pages 18-31 with a partner, charting their thinking on the organizer in their reader’s notebook. Encourage students to pay attention to the differences in the point of view of the characters as they read, to see how it helps them understand characters and their actions. Give students the opportunity to share their thinking with another partnership or the whole group. Record their thinking on the anchor chart.

Work Time: Remind students of the learning target. Students will respond in their reader’s notebook to the following: *How do the points of view of Anna and Caleb differ? Give evidence from the text.* This independent practice should last approximately 15 minutes. Then students transition into other work time activities. Students will also read text that is at their independent reading level. Encourage students to pay attention to characters’ points of view when they read, to see how it helps them understand the characters and their actions.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups

Share Time: Bring students back together and invite them to share the responses from their reader’s notebooks with the whole group.

Sample Thinking Stems/Anchor Chart:

Point of View	
Anna	Caleb
* Anna is worried that Sarah will not want to leave the sea.	* Caleb seems very curious about Sarah * Caleb is wondering a lot of things about Sarah. * He is asking lots of questions.

Formative Assessment Opportunities:

- Performance Task: How do the points of view of Anna and Caleb differ? Give evidence from the text.
- Note if reader’s notebook responses reflect understanding of how the characters’ points of view differ using words and details from the text.
- Note if students are recognizing the differences in the point of view of characters in a story when working with a partner or independently by listening in on partner conversations or looking at reader’s notebooks.

Lesson Seed #6

Learning Target:

I can recognize the difference in the points of view of characters in a story.

Note: You should repeat this lesson seed with different excerpts from the same text.

Mini-Lesson: (RL.2.6, RL.2.3, 2.1, 2.2, 2.5, 2.10; SL.2.6; W.2.3) This seed is intended to span more than one mini-lesson. Remind students that different characters have different points of view in stories. Explain to students that today you are going to look at the first few pages of Charlotte’s Web (E) and focus on the points of view of different characters.

Begin reading at the very beginning and continue to page 3, stopping at “He seemed almost ready to cry himself.” After you have read aloud, think aloud *We know Fern is outraged and upset about her father planning to kill the runt of the litter. She feels it is unfair. I know this because she says “It’s unfair. The pig couldn’t help being born small, could it? If I had been very small at birth, would you have killed me?” Fern’s point of view is that it’s unfair to kill a runt simply because it was born small. We know Papa thinks that “a weakling makes trouble.” He also says that he knows more about raising a litter of pigs that she does. His point of view is that the runt is a lot of trouble and it takes a lot of effort to keep the runt alive.* Record your thinking on the anchor chart.

Guided Practice: (this may occur during the next mini-lesson) Provide students with a copy of pages 3 (beginning where you left off) and 4. Explain that they will read these pages with a partner and continue adding their thoughts about the points of view about Fern and Papa.

Bring students back together to share their thinking. Have students noted that Papa’s point of view has been softened? He has decided to let the pig live. Support their thinking and add to the anchor chart.

Work Time: Remind students of the learning target. Explain to students that as they read their literary texts today they will look for characters’ points of view. Encourage students to pay attention to characters’ points of view when they read to see how it helps them understand the characters and their actions. You may choose to have students create an anchor chart for the book they read. This independent practice should only last 15 minutes. Then students transition into other work time activities.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students back together and invite them to share their thinking from their reader’s notebooks with the whole group.

Sample Thinking Stems/Anchor Chart:

Point of View	
Fern	Papa
* It's unfair to kill the runt simply because it was born small.	* The runt is a lot of trouble and it takes a lot of effort to keep the runt alive.

Formative Assessment Opportunities:

- Gather reader's notebooks and analyze responses. Do they reflect understanding of how the points of view of characters in the story differ?
- Note if students are recognizing point of view when working with a partner or independently by listening in on partner conversations or looking at reader's notebooks.

Objective: Students will make connections between the steps in technical procedures in a text.

Lesson Seed #7

Learning Target:

I can describe the connection between a series of technical steps.

Note: If you have begun using Lesson Seed #1 – “Words, Words, Words,” these are suggested words to introduce using The Story of Chocolate (CL): condensed, texture, mixture. You should repeat this seed with different texts on the same topic.

The Story of Chocolate should be read aloud prior to this seed.

Mini-Lesson: (RI.2.3, RI.2.1, 2.2, 2.4, 2.5, 2.6, 2.10; SL.2.6; L.2.6; W.2.2, 2.7) This seed is intended to span more than one mini-lesson. Revisit pages 30-32 of The Story of Chocolate by C.J. Polin. Think aloud, *I noticed on these pages that Henri Nestle' and Daniel Peter experimented with adding condensed milk to chocolate to make chocolate milk. So I want to add this to the anchor chart.* Record the thinking on an organizer. Continue working together, reading the text to gather information about the steps in the procedure of making chocolate. *I notice from the reading that four years later the “conche” machine was invented. This machine used rollers to move back and forth over the chocolate. I am thinking this is to break the chocolate into small pieces. This machine was used to heat the chocolate and break the chocolate down into tiny pieces so that when it was heated it would become smooth. So, I want to add this to the anchor chart.* Push students to think about the steps in a technical procedure and how they are connected while recording student thinking on the organizer with post-it notes or on a chart in their own notebooks. Ask students to think about what would happen if the “conche” machine was not invented and that step was not there? Make sure students are recording their information on the organizer. Students may need support in small group or with partners.

Bring students back together allow them to share their thinking about the connections between the steps in making chocolate and what would happen if this step was removed.

Guided Practice: (this may occur during the next mini-lesson) Explain to students that they are going to work with a partner to look at steps of the roasting and hulling machines during the process of making chocolate. Ask them to think about what would happen if the cocoa beans were not put into the hulling machine to remove the shells. What if this step was not there? They will record their thinking in their reader's notebooks. As students work, support students who may be having difficulty

by asking them questions to push their thinking. Encourage students to pay attention to the steps in a technical procedure of making chocolate as they read, with a partner or independently, to see how it helps them understand how chocolate is made and how the machines work. Give students the opportunity to share their thinking with another partnership or the whole group.

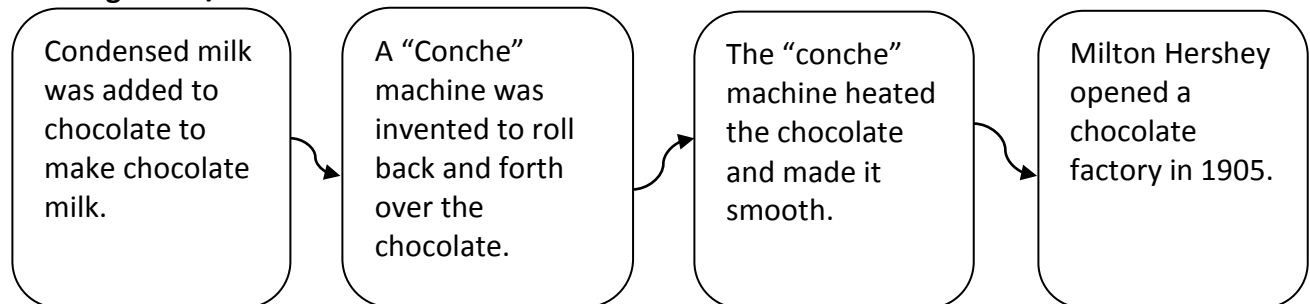
Work Time: Remind students of the learning target. Students may respond in their reader’s notebook to one of the following: How are cocoa beans made into chocolate? Give evidence from the text. OR How is dark chocolate made? Give evidence from the text. Students will also read text that is at their independent reading level. Encourage students to pay attention to the steps in a technical procedure as they read to see how things are made or how they work. This independent practice should only last 15 minutes. Then students transition into other work time activities.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Alternative Text: “From Egg to Salamander” (TT)

Share Time: Have students share the connection between a series of steps in a procedure either from the additional information from The Story of Chocolate or from additional text.

Thinking Stems/Anchor Chart:



Formative Assessment Opportunities:

- Gather reader’s notebooks and analyze if responses on the graphic organizer reflect main topic and the connection of steps in a technical procedure.
- Ask students to explain to a partner how the technical steps in making chocolate are connected.
- Note if students are able to make the connection with the technical steps in the procedure of making chocolate.

Objective: Students will describe how an author supports specific points in a text with reasons.

Lesson Seed #8

Learning Targets:

I can describe how reasons support points an author makes.

I can find words and phrases in a text that support the author’s view.

Note: You will have to register with your email to have access to the passage “Bare Bones” from www.readworks.org. Once you log into the site, follow these steps:

1. Click on the blue tab at the top of the screen – Books and Passages.
2. Click on Reading Passages for 2nd -6th.
3. Drop down box – Grade 2.
4. Scroll down to “Bare Bones” and Click.
5. Print the passage “Bare Bones.”

Follow the same procedure for finding the passage “Celebrate National Nutrition Month!”

Even though this standard states, “Describe how reasons support specific points the author makes in a text,” not all authors explicitly include the reason. Since this standard is under the cluster of Integration of Knowledge and Ideas, students need to be able to identify reasons that are not explicitly stated in the text. This seed may be repeated to support students in meeting the standard. Make copies of the article, “Bare Bones” for each student.

Prior to this lesson seed, read aloud the article, “Bare Bones,” from www.readworks.org.

Mini-Lesson: (RI.2.8, 2.6, RI.2.2, 2.4, 2.10; SL.2.6; L.2.6; W.2.2, 2.7) Have students preview the article using text features and the diagram to identify what they think the article will be about. *I noticed that the author tells us that your ribs are shaped like a cage to protect your heart and lungs. I need to add this important point and reason to the anchor chart.* Ask students to turn and talk to a partner about additional important points they notice from the article.

Continue with this process while revisiting the entire article. You will record important points and the reasons that support the important points from the text on the anchor chart. Explain to students that the author doesn’t just tell us that about the bones in the body he also gives us reasons WHY and HOW the bones in the body protect the body. *There are times when the author does not tell us the reasons for the bones or shape and size. Sometimes we have to use what we know to help us decide the reasons when the author doesn’t tell us. We need to determine the reason why the femur is the longest bone in the body? What is the reason for the radius bone?* When we read we expect the authors to give reasons to support their thinking.

Guided Practice: (this may occur during the next mini-lesson) Provide students with the article, “Celebrate National Nutrition Month.” Explain to students that they are to read the article with a partner, looking for one reason why we celebrate Earth Day. Students will record this information in their reader’s notebook. Bring students back together and have students share their thinking with another partnership or the whole group. Encourage students to pay attention to the important points and reasons as they read with a partner or independently to see how it helps them understand information in the text. Allow students the opportunity to research and explore ideas for the bones in the body where the author was not explicit with the reasons. Give students the opportunity to share their thinking with another partnership or the whole group.

Work Time: Remind students of the learning target. Students may respond in their reader’s notebook with additional points and reasons from the article, “Celebrate National Nutrition Month.” This independent practice should only last 15 minutes. Then students transition into other work time activities. Students will also read text that is at their independent reading level.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students together to share their thinking about the reasons to Celebrate National Nutrition Month.

Thinking Stems/Anchor Chart:

Bare Bones	
Important Points	Reasons
Ribs are shaped like a cage	They protect the heart and lungs
Cranium or skull bone	Protects the brain

Formative Assessment Opportunities:

- Gather student notebooks and analyze the responses written during work time.
- Note if students are able to provide reasons for points the author makes as well as support their reasons for the protection the bone provides.

Objective: Students will determine the difference in the points of view of characters.

Lesson Seed #9

Learning Target:

I can recognize the difference in the points of view of characters in a story.

Mini-Lesson: (RL.2.6, 2.1, 2.2, 2.3, 2.4, 2.5; W.2.3; SL.2.1, 2.4, 2.6) Tell students that today you will be talking about point of view in stories. Explain that different characters have different points of view. For example, if you are a spectator watching a basketball game from the stands you will have a different point of view than a player on the court. Ask students how a spectator's and player's point of view will differ. What about the point of view of the referee or the coach? Explain to students that as you read the book, Painted Words, you want some of them to listen as if they are Mari and some of them will listen as if they are Patrick. Read Painted Words aloud, stopping periodically to see if students are recognizing the difference in the points of view of Mari and Patrick. As you read aloud, you will stop and record student thinking on the anchor chart. For example, on pg. 6 students should notice in the illustrations that Patrick has a mean look on his face and Mari has a frightened look on her face. Record this thinking on the anchor chart. Create a t-chart titled 'Point of View.' On one side, labeled 'Mari,' record student thinking about her point of view as you reread the story. On the other side, labeled 'Patrick,' record student thinking regarding Patrick's point of view. After stopping a few times to record student thinking about their character's point of view on the t-chart, ask students to draw the t-chart in their reader's notebooks and stop a few more times to let them record their thinking about the point of view of their character. Give students the opportunity to share their thinking. Explain to students that recognizing a character's point of view helps you, as a reader, to understand the character's actions. Provide students opportunities to practice recognizing point of view with a partner, repeating the process used during the lesson. Encourage students to pay attention to characters' point of view when they read independently to see how it helps them understand characters and their actions.

Alternative Texts: The Three Little Pigs, Jack and the Beanstalk, Goldilocks and the Three Bears, Diary of a Worm

Guided Practice: (this may occur during the next mini-lesson) Provide students with an alternative text. Explain to students that they are to read the story with a partner, looking for the point of view in the story for one or more of the characters. With a partner, the students will complete the t-chart for the point of view of the characters. Encourage students to pay close attention to the point of view and how it might differ for the different characters in the story. Give students the opportunity to share their thinking with another partnership or the whole group.

Work Time: Remind students of the learning target. Students may respond in their reader's notebook with the point of view of additional characters in a familiar text or characters in an additional text read independently. This independent practice should only last 15 minutes. Then students transition into other work time activities. Students will also read text that is at their independent reading level.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students together to share their thinking about the point of view of characters from a story.

Sample Thinking Stems/Anchor Chart:

Point of View	
Mari	Patrick

Formative Assessment Opportunities:

- Students may respond in their reader’s notebooks to one of the following: How do the points of view of Mari and Patrick differ? Give evidence from the text. OR How does your point of view differ from that of Mari or Patrick? You may choose to have students respond to an alternate text or text from their independent reading.
- Note if students’ reader’s notebook responses reflect understanding of their character’s point of view from Painted Words.
- Note if students are recognizing point of view when working with a partner or independently by listening in on partner conversations or looking at students’ reader’s notebooks.

Lesson Seed #10

Learning Targets:

I can recognize the differences in the points of view of characters in a story.

I can tell which words or pictures I used to determine a character’s point of view.

Mini-Lesson: (RL.2.6, 2.1, 2.2, 2.3, 2.4, 2.5; W.2.3; SL.2.1, 2.4, 2.6) Remind students how recognizing a character’s point of view helps us, as readers, to understand what type of person the character is and the character’s actions. Explain that today we will look at the point of view of two characters in Sarah, Plain and Tall. As I read, listen to what the author is telling us about Anna and Caleb. Read pg. 3-6 of the text. After reading aloud ask students to share how Anna is feeling about the conversation. *She’s thinking that she has answered all of these questions before but she continues to answer his questions. I think this because the author says, “I told him for the second time this week. For the twentieth time this month. The hundredth time this year?”* Ask students to think about how Caleb feels about the conversation. *Caleb seems very curious. He’s asking questions about his mother and when he was born. I think this because the author has Caleb ask, “What did I look like when I was born? And Mama handed me to you in the yellow blanket and said.”* Provide students opportunities to practice recognizing point of view with a partner, repeating the process used during the lesson. Encourage students to pay attention to characters’ point of view when they read independently to see how it helps them understand characters and their actions. Give students the opportunity to share their thinking with a partner or the whole group.

Alternative Texts: The Pain and the Great One by Judy Blume, Voices in the Park by Anthony Browne

Guided Practice: (this may occur during the next mini-lesson) Provide students with pages 10 and 11 from the text. Explain to students that they are to read the story with a partner, looking for the point of view in the story for both Caleb and Anna. With a partner, the students will complete the t-chart for the point of view of the characters regarding the letter sent from Sarah. Encourage students to pay close attention to the point of view and how it might differ for the different characters in the story. Give students the opportunity to share their thinking with another partnership or the whole group.

Work Time: Provide students with chapter 2 of the text Sarah, Plain and Tall. Explain to students that they are to read the story with a partner, looking for the point of view of Caleb and Anna. With a partner, the students will complete the t-chart for the point of view of the characters. Encourage students to pay close attention to the point of view and how it might differ for the different characters in the story. Give students the opportunity to share their thinking with another partnership or the whole group. Remind students of the learning target. Students may respond in their reader's notebook with the point of view of additional characters in a familiar text or characters in an additional text read independently. This independent practice should only last 20 minutes. Then students transition into other work time activities. Students will also read text that is at their independent reading level.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students together to share their thinking about the point of view of characters from a story.

Sample Thinking Stems/Anchor Chart:

Point of View	
Anna	Caleb

Formative Assessment Opportunities:

- After opportunities for conversation ask students to select one of the characters examined during the lesson. Ask them to take the information from the anchor chart and craft sentences explaining how the author helped them understand that character's point of view.
- Note if students' reader's notebook responses reflect understanding of their character's point of view from Sarah, Plain and Tall.
- Note if students are recognizing point of view when working with a partner or independently by listening in on partner conversations or looking at students' reader's notebooks.

Objective: Students will demonstrate different points of view by reading with different voices.

Lesson Seed #11

Learning Targets:

I can use different voices to show different characters in a story.

I can read with expression.

Mini-Lesson: (RL.2.6, RF.2.4b, SL.2.4) Direct students' attention to the anchor chart describing the use of expression in oral reading. If you haven't previously created an anchor chart describing the use of expression in oral reading, create one with the students. Explain to students that when you read as a character in a story or play, your voice needs to match the character. We do this because it helps us to understand the characters in the story better. Model for students by reading aloud a text and changing your voice to match the voice of the different characters in the story. You may want to have students work in small groups to perform a selected story, with prominent characters (i.e., The Little Red Hen, Cowgirl Kate and Cocoa) or a reader's theater selection. Students will practice reading with expression. Refer to the generated anchor chart of what reading with expression sounds like. Divide students into groups based on the number of characters in the selected story or passage. Allow students time to practice their parts. (This may happen over several days.) When you feel students are prepared, have them perform for another group, the class, or another class.

Alternative Text: The Three Little Pigs (pbskids.org)

Guided Practice: (this may occur during the next mini-lesson) Provide students with a visual of the anchor chart/t-chart made during the whole group lesson. Explain to students that, with a partner, they will read with fluency, using expression for oral reading and match their voice to that of the voice of the character in a story. Bring students back together to share their thinking about how the use of expression changes the meaning and helps the reader become involved in being part of the story.

Work Time: Remind students of the learning targets. Explain to students that as they read dialogue from their literary text aloud, it might be useful to speak in a different voice for each character.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students back together and invite them to share their thinking about reading dialogue aloud in a different voice. Ask them if/how this helps to acknowledge the point of view of the characters in a story.

Sample Thinking Stems/Anchor Chart:

- t-chart – What reading with expression sounds like
- Does my reading sound smooth? Am I reading at the right speed? Did I know all of the words? If needed there is an oral reading fluency checklist in the Appendix of the Rigby Literacy Teacher's Guide. The recommendation is to create the checklist with the students rather than providing a commercially created one.

Formative Assessment Opportunities:

- Listen to students' expression and watch their faces as they perform to see if it is appropriate for the character and context.
- Small groups or partners perform their story or passage selection for the class.
- Videotape the students' performance to allow them to see it and compare it to the anchor chart.

Objective: Students will compare and contrast two versions of the same story from different cultures.

Lesson Seed #12

Learning Targets:

I can describe similarities in two versions of the same story from different cultures.

I can describe differences in two versions of the same story from different cultures.

Mini-Lesson: (RL.2.9, Read aloud a version of a Cinderella story, such as Mufaro’s Beautiful Daughters. Compare Mufaro’s Beautiful Daughters to an original Cinderella story. In a whole group setting, ask students to supply information to create a t-chart to show similarities and differences between the two Cinderella stories. Record the similarities and differences on the anchor chart. Have students turn and talk about the culture and setting of Mufaro’s Beautiful Daughters and how it impacts the meaning. As students turn and talk, listen for the student responses about similarities and differences. When students are able to describe the similarities and differences in two different versions of a story, give them the opportunity to work in small groups to create a Venn Diagram to compare and contrast two previously read versions of the story.

Alternative Text: Lon Po Po & Little Red Riding Hood, Strego Nona & Magic Porridge Pot

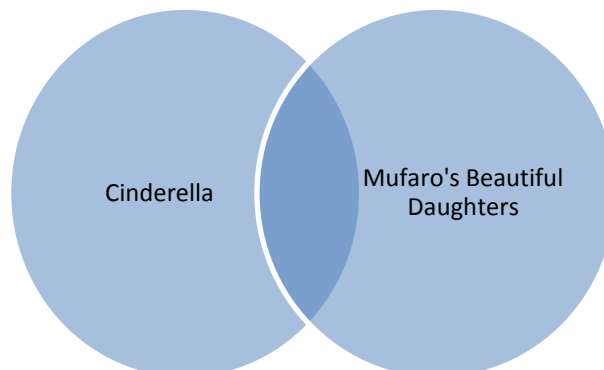
Guided Practice: (this may occur during the next mini-lesson) Provide students with a copy of the organizer from the thinking stems. Explain to students that they will work with a partner to fill in the Venn diagram, recognizing the similarities and differences in a story. Bring students back together to share their thinking. Have students recognized and noted the story elements? Support student thinking by adding any additional information to the organizer.

Work Time: Remind students of the learning targets. Explain to students as they read their literary texts today, they will look for and note the story elements. Encourage students to pay close attention to the similarities and differences in two versions of the same story.

While students are working, you will want to circulate the room, listening to or conferring with them on their reading or pull small groups of students to provide focus group instruction for students needing additional support. This is also the time to pull guided reading groups.

Share Time: Bring students back together and invite them to share their thinking from their reader’s notebooks with the whole group.

Sample Thinking Stems/Anchor Chart:



Formative Assessment Opportunities:

- Note if students are able to select two previously read literary texts to compare and contrast.
- Note if students are able to get started and support students having difficulty.
- Note if students are recording appropriate information on the Venn diagram.
- Ask students to use information on the Venn diagram to craft a response explaining how the two versions of the story are the same and/or how the two versions of the story are different. Provide opportunities for oral rehearsal when necessary.

Suggested Instructional Texts:

Rigby (R), Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS) Toolkit Text (TT)
www.readworks.org (RW)

Literary	Informational
<u>Sarah, Plain and Tall</u> (E)	<u>Why are Dogs’ Noses Wet?</u> (CL)
<u>Charlotte’s Web</u> (E)	<u>First Discovery Dogs</u> (CL)
<u>Cinder Edna</u> (CL)	“Bare Bones” (RW)
<u>Prince Cinders</u> (CL)	“Celebrate National Nutrition Month!” (RW)
<u>Yeh Shen</u> (R)	<u>The Story Of Chocolate</u> (CL)
<u>Painted Words</u> (E)	
<u>Cowgirl Kate and Cocoa</u> (E)	
<u>The Little Red Hen</u> (E)	
<u>Mufaro’s Beautiful Daughters</u>	

Additional Professional Resources:

- Calkins, Lucy. (2011). A Curriculum Plan for the Reading Workshop.
- Dorn, Linda J. and Soffos, Carla. (2005). Teaching for Deep Comprehension, A Reading Workshop Approach.
- Goudvis, Anne. and Harvey, Stephanie. (2008). The Primary Comprehension Toolkit.
- Goudvis, Anne. And Harvey, Stephanie. (2007). Toolkit Texts.
- Hoyt, Linda. (1999). Revisit, Reflect, Retell.
- Mentoring Minds. (2010). Common Core Standards and Strategies Flip Chart Grade 2
- McGregor, Tanny. (2007). Comprehension Connections
- Taberski, Sharon. (2011). Comprehension from the Ground Up
- www.achievethecore.org

Websites:

- www.theminipage.com – This website could be used for additional informational reading passages.
- www.pbskids.org
- www.timeforkids.com

Resources for Tier II & Tier III Interventions

- JCPS Response to Interventions website:
<http://www.jefferson.k12.ky.us/Departments/Gheens/RTI/Rtl.html>
- Interventioncentral.org: <http://www.interventioncentral.org/>
- Readworks.org (K-6 reading lessons and passages): <http://www.readworks.org/>
- Literacyleader.com (lessons and resources): <http://www.literacyleader.com/>