

## UNIT: THE OX-CART MAN

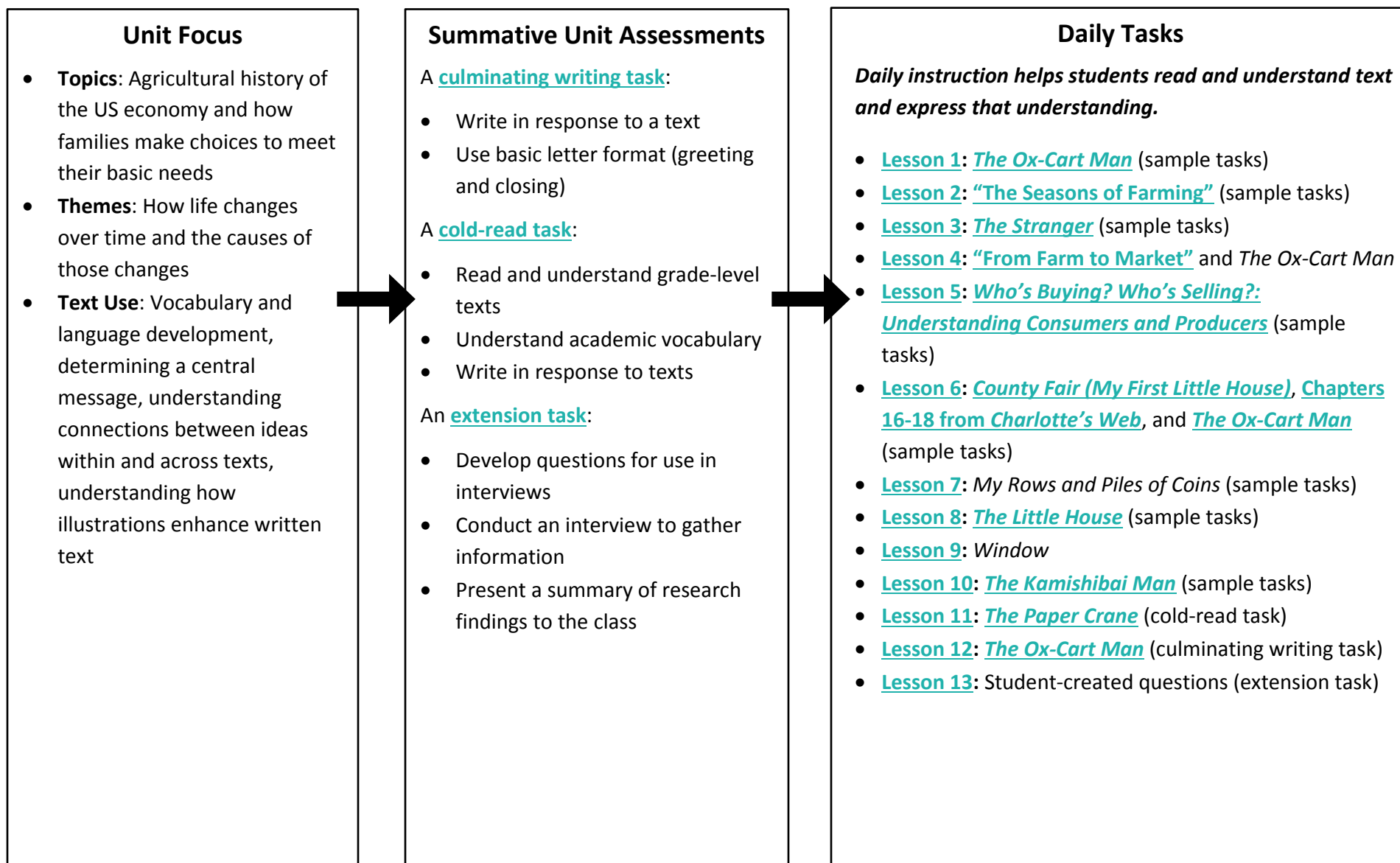
<p><b>ANCHOR TEXT</b></p> <p><a href="#"><i>The Ox-Cart Man</i></a>, Donald Hall and Barbara Cooney (Literary)</p> <p><b>RELATED TEXTS<sup>1</sup></b></p> <p><i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>The Stranger</i></a>, Chris Van Allsburg</li> <li>• “<a href="#"><i>From Farm to Market</i></a>” from Domain 5 of the Grade K<sup>2</sup> Core Knowledge Listening and Learning Strand (Pages 95-97 of the Read-Aloud Anthology)<sup>3</sup></li> <li>• <a href="#"><i>County Fair (My First Little House)</i></a>, Laura Ingalls Wilder and Jody Wheeler</li> <li>• <i>My Rows and Piles of Coins</i>, Tololwa Mollel</li> <li>• <a href="#"><i>The Little House</i></a>, Virginia Lee Burton</li> <li>• <a href="#"><i>The Kamishibai Man</i></a>, Allen Say</li> <li>• <a href="#"><i>The Paper Crane</i></a>, Molly Bang</li> </ul> <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> <li>• “<a href="#"><i>The Seasons of Farming</i></a>” from Domain 5 of the Grade K Core Knowledge Listening and Learning Strand (Pages 85-88 of the Read-Aloud Anthology)</li> <li>• <a href="#"><i>Who’s Buying? Who’s Selling?: Understanding Consumers and Producers</i></a>, Jennifer S. Larson</li> </ul> <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> <li>• <i>Window</i>, Jeannie Baker (Wordless Picture Book)</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students build their knowledge of the agricultural history of the US economy and how families make choices to meet their basic needs. Students come to understand how life changes over time and identify some of the causes of those changes. This unit connects to social studies.</p> <p><b>Text Use:</b> Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text</p> <p><b>Reading:</b> <b>RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10</b></p> <p><b>Reading Foundational Skills:</b> <b>RF.2.3a-f, RF.2.4a-c</b></p> <p><b>Writing:</b> <b>W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8</b></p> <p><b>Speaking and Listening:</b> <b>SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6</b></p> <p><b>Language:</b> <b>L.2.1a-f, L.2.2a-e, L.2.4a-e, L.2.5a-b, L.2.6</b></p> <p><b>CONTENTS</b></p> <p><b>Page 407:</b> Text Set and Unit Focus</p> <p><b>Page 408:</b> <a href="#"><i>The Ox-Cart Man</i></a> Unit Overview</p> <p><b>Pages 409-413:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 414:</b> Instructional Framework</p> <p><b>Pages 415-432:</b> Text Sequence and Sample Whole-Class Tasks</p>
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<sup>1</sup> Some of the texts, questions, and tasks are originally included in—and in some cases adapted from—the Core Knowledge Grade K Domain 5 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (<http://creativecommons.org/licenses/by-nc-sa/3.0/>). Additional Information about the license specific to Core Knowledge is available at [here](#).

<sup>2</sup> The two texts from the Core Knowledge Listening and Learning Strand are used for reading aloud in kindergarten, but are appropriate for independent reading in grade 2.

<sup>3</sup> To access the texts for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

## The Ox-Cart Man Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>4</sup>

Have students respond to the following prompt: “Write a letter to the ox-cart man explaining to him how life has changed since he was alive. Use events from the story and current-day examples. Explain some of the causes for why life is different now. Make sure to use a proper greeting and closing.”

Demonstrate command of proper grammar, usage, punctuation, and spelling, and use grade-appropriate words and phrases.

#### **Teacher Notes:**

- *Students are asked to identify what is the same and what is different between life now and the setting and events of The Ox-Cart Man. (RL.2.1, RL.2.2, RL.2.3, RL.2.7, W.2.2) They should include examples to support the differences they chose, and use a proper greeting and closing for the letter. (L.2.2b) The completed writing should use words from the word display. (L.2.6)*
- *Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d, L.2.2c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*
- *If time allows, help students publish their letters using technology. (W.2.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topics:</b> Agricultural history of the US economy and how families make choices to meet their basic needs</li> <li>• <b>Themes:</b> How life changes over time and the causes of those changes</li> <li>• <b>Text Use:</b> Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Writing in response to a text</li> <li>• Using basic letter format (greeting and closing)</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (sample tasks included)</li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 12</a> (use this task)</li> </ul>

<sup>4</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

### COLD-READ TASK<sup>5</sup>

Have students independently read *The Paper Crane* by Molly Bang. (RI.2.10; RF.2.4a, c) Then ask them to independently read and answer in writing a combination of multiple-choice and constructed-response questions<sup>6</sup> about the text. Sample questions:

1. Complete the following chart to recount *The Paper Crane*. (RL.2.1, RL.2.2, RL.2.5, RL.2.7)

Somebody	Wanted	But	So	Then (optional)

2. Part A. What is the restaurant’s problem or challenge? (RL.2.1, RL.2.7)

- a. A new restaurant is built that serves better food.
- b. A new highway is built, and customers stop coming.
- c. The owner is poor because he serves his food for free.
- d. The owner loses business because he refuses to change.

Part B. How does the restaurant owner respond to the challenge? (RL.2.3; RL.2.7; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)

3. The following is the description of the stranger when he comes to the restaurant: “His clothes were old and worn, but he had an unusual, gentle manner.” How does the stranger have “an unusual, gentle manner”? (RL.2.1; RL.2.4; RL.2.7; W.2.1; L.2.1a, b, d, e, f; L.2.2c, d; L.2.4a, b; L.2.6)
4. Why does the owner cook for the stranger? (RL.2.1; RL.2.7; W.2.1; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
5. How does the stranger help the restaurant? (RL.2.1; RL.2.7; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
6. The text says the restaurant owner is **overjoyed** when the stranger returns to the restaurant. Select a sentence that uses the underlined word in the same way as *overjoyed*? (L.2.4a, d; L.2.5b; L.2.6)
  - a. Caleb was satisfied when he completed his homework.

<sup>5</sup> Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

<sup>6</sup> Ensure that students have access to the complete texts as they are testing.

- b. Roderick was **uneasy** at the thought of touching a spider.
  - c. Reagan was **jubilant** on the morning of her birthday party.
  - d. Ashley was **distraught** when she realized she lost the money.
7. Identify a lesson that is taught in this story. (RL.2.2; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topics:</b> Agricultural history of the US economy and how families make choices to meet their basic needs</li> <li>• <b>Themes:</b> How life changes over time and the causes of those changes</li> <li>• <b>Text Use:</b> Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text</li> </ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Reading and understanding grade-level texts</li> <li>• Understanding academic vocabulary</li> <li>• Writing in response to texts</li> </ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a></li> <li>• <a href="#">Lesson 10</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> <li>• <a href="#">Lesson 12</a> (culminating writing task)</li> <li>• <a href="#">Lesson 13</a> (use this task)</li> </ul>

## **EXTENSION TASK<sup>7</sup>**

Have students interview an adult relative (e.g., parent, grandparent) about life when he or she grew up. Students should develop questions, conduct the interview, and then type the questions and answers to share with the class.

1. Divide the class into groups.
2. Ask each group to develop questions to ask an adult relative. **(W.2.5; W.2.7; L.2.1a-f; L.2.2a, c-e; L.2.6)** The questions should focus on learning more about life in previous decades. Sample questions:
  - a. Where and when did you grow up?
  - b. What did the place where you grew up look like?
  - c. How has the place changed since you grew up?
  - d. What were the best and worst things about the place where you grew up?
  - e. How is life different now than it was then?
  - f. What is one thing we have today that you didn't have growing up? Is that thing good or bad?
  - g. What is one thing we have today that you wish you had when you were growing up?
3. Have students interview their adult relative using the questions developed in class. **(SL.2.1a-c, SL.2.6)**
4. Provide students time in class to type their questions and their relative's responses. **(W.2.6)**
5. Have students select one question and answer they think is most interesting or surprising.
6. Have them present who they interviewed and what they learned from the interview by reading the selected question and answer. **(SL.2.4)**
7. Allow the audience to ask questions or share similar insights. **(SL.2.3)**
8. Following all the presentations, conduct a class discussion in which students reflect on what they learned and how the lives of those they interviewed were similar and different. **(SL.2.2)**

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<sup>7</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topics:</b> Agricultural history of the US economy and how families make choices to meet their basic needs</li> <li>• <b>Themes:</b> How life changes over time and the causes of those changes</li> <li>• <b>Text Use:</b> Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Developing questions for use in interviews</li> <li>• Conducting an interview to gather information</li> <li>• Presenting a summary of research findings to the class</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (use this task)</li> </ul>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>8</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>





## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>9</sup></p> <p><a href="#"><i>The Ox-Cart Man</i></a>, Donald Hall and Barbara Cooney</p>	<p><b>TEXT DESCRIPTION:</b> Using detailed illustrations and specific vocabulary, this literary text is about a family that makes its livelihood living on a farm and selling the goods at a market every fall. The story shows the seasonal activities of the farm as it prepares to go to market.</p> <p><b>TEXT FOCUS:</b> The anchor text introduces the unit to students by showing how people living in early America got the things they needed to survive. Explain to students that by the end of the unit, they will understand that the way people get what they need has changed. This text will be reread throughout the unit.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students will ask and answer <i>who, what, where, when, why, and how</i> questions to demonstrate an understanding of when the ox-cart man lived, what he did each season, and how these seasonal activities were essential to his family’s survival. Then, students describe the overall story structure of <i>The Ox-Cart Man</i>, including how the beginning events introduce the ox-cart man’s life and how the ending concludes his yearlong cycle.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-reading:</b> Lead a brief class discussion in which students answer questions such as, “What do you know about life in the past? How is it different than the way we live? Where did people live? How did they get food/clothes?” Show the front cover of <i>The Ox-Cart Man</i>. Ask students, “What details do you see on the front cover that show the setting of the text? Do you think the setting of this story is in the past or present?” (RL.2.1, RL.2.7, SL.2.1a-c, SL.2.4, SL.2.6).</li> <li>• <b>First reading:</b> Read this text aloud. Display or project the pages so students can see the illustrations and follow along with the printed text.</li> <li>• <b>Word Work:</b> Build a <a href="#">vocabulary display</a><sup>10</sup> throughout the unit that students can rely on in their writing. (L.2.6)             <ul style="list-style-type: none"> <li>○ Prompt students to identify words related to the unit focus (e.g., <i>ox, wool, loom, yarn, linen, shingles, birch, barrel, flax</i>) and words from word families or those with related or multiple meanings (e.g., <i>sheared, spun/spinning, split, tapped, tucked, stitching, whittling, embroidered</i>).</li> <li>○ As a class, define the words in context (using illustrations when appropriate). (L.2.4a)</li> <li>○ Work with students to verify the meanings of the words. (L.2.4e)</li> </ul> </li> </ul>

<sup>9</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Have students work in groups to visually represent the relationships and connections among the words using <a href="#">semantic mapping</a><sup>11</sup> or <a href="#">concept mapping</a>.<sup>12</sup> As part of their mapping, prompt students to add real-life connections between the words and show how they are used. <b>(L.2.5a)</b> Display the words for students to use when they write.</li> <li>● <b>Note for Small-Group Instruction:</b> Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed <a href="#">here</a><sup>13</sup> and <a href="#">here</a>.<sup>14</sup></li> <li>● <b>Class Discussion:</b> As a class, ask and answer questions about the text so students can demonstrate understanding of key details. Encourage students to ask questions by providing question stems or <a href="#">conversation starters</a><sup>15</sup> and developing a routine to ensure that all students are participating in the question asking and answering. <b>(RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6)</b> Sample questions for <i>The Ox-Cart Man</i>: <ul style="list-style-type: none"> <li>○ Where is the ox-cart man going? Why? <b>(RL.2.7)</b></li> <li>○ What does the ox-cart man do at the market? Why is the market important to the family’s survival? Why is the ox-cart man important to the market? <b>(RL.2.3, RL.2.7)</b></li> <li>○ What does the family do during the winter, spring, and summer to prepare for the fall market? <b>(RL.2.3, RL.2.7)</b></li> </ul> </li> <li>● <b>Second Reading:</b> Divide the class into pairs. Read aloud the first page of <i>The Ox-Cart Man</i> and then display or project the illustrations of the text. <ul style="list-style-type: none"> <li>○ Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. <b>(RL.2.1; RL.2.2; RL.2.7; SL.2.1a, b, c; SL.2.3; SL.2.6; L.2.6)</b></li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● <b>Independent Writing:</b> Have students respond to the following prompt in journals or to turn in as a check for understanding: “What happens in fall, winter, spring, and summer in <i>The Ox-Cart Man</i>? How are the events in each season important for the next season?” <b>(RL.2.1; RL.2.2; RL.2.5; RL.2.7; W.2.2; L.2.1a-b, d-f; L.2.2c-e; L.2.6)</b></li> </ul>

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>12</sup> <http://www.timrasinski.com/presentations/Concept%20Map.pdf>

<sup>13</sup> [http://www.timrasinski.com/presentations/vocabulary\\_presentation.pdf](http://www.timrasinski.com/presentations/vocabulary_presentation.pdf)

<sup>14</sup> [http://www.timrasinski.com/presentations/word\\_ladders\\_1-3.pdf](http://www.timrasinski.com/presentations/word_ladders_1-3.pdf)

<sup>15</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 2:</b></p> <p>“<a href="#">The Seasons of Farming</a>” from Domain 5 of the Grade K Core Knowledge Listening and Learning Strand (pages 85-88 of the Read-Aloud Anthology)<sup>16</sup></p>	<p><b>TEXT DESCRIPTION:</b> This informational text explains the events on a farm during the each of the four seasons. The text also introduces challenges that farmers face, including droughts and pests, and how farmers respond to the challenges.</p> <p><b>TEXT FOCUS:</b> This text connects to the unit focus by explaining the seasonal farming cycle. It is connected to the anchor text by providing students with facts and information in order to make insights about the characters, settings, and events in the story. After reading, as a class, ask and answer questions—teacher-created questions or those provided by Core Knowledge—about the text so students can demonstrate understanding of key details.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read “The Seasons of Farming” independently and then engage in a class discussion about the text to build knowledge for the unit focus and the impact of seasons on farming. Students then revise their writing from Lesson 1 and add a paragraph to the essay.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Have students create a list of the following words: <i>drought, fertilizer, irrigate, pests, pesticides, harvest, cultivate, emerge, frequently, typically, especially, unfortunately, fortunately, supposed, especially, ensure, produce</i> (noun and verb), <i>producing, yield, spoil, destroying, damaged, ruin, possible, certain</i>. (<b>Teacher Note:</b> This same list will be used for word work later in the lesson.) <ul style="list-style-type: none"> <li>○ Read aloud the words as students read them silently.</li> <li>○ Read aloud the words as students read them chorally.</li> <li>○ Ask students to <a href="#">practice reading</a><sup>17</sup> the list aloud at least three times with a partner. (<b>RF.2.3b, c, d, e, f</b>)</li> <li>○ Have students read “The Seasons of Farming” aloud with a partner. (<b>RF.2.4b</b>)</li> </ul> </li> <li>• <b>Second Reading:</b> Have students read “The Seasons of Farming” in <a href="#">pairs</a>.<sup>18</sup> (<b>RI.2.10, RF.2.4a-c</b>)</li> <li>• <b>Third Reading:</b> Ask students to reread “The Seasons of Farming” independently or in pairs. During the third reading, asks students to write a “title” for each paragraph. The title can be a single word or phrase or short sentence (e.g., “Fertilizer,” “The Farmer’s Job,” or “Farmers Prepare the Ground with a Plow.”) (<b>RI.2.2, L.2.6</b>)</li> </ul>

<sup>16</sup> To access the text for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

<sup>17</sup> [http://www.fcrr.org/studentactivities/F\\_014c.pdf](http://www.fcrr.org/studentactivities/F_014c.pdf)

<sup>18</sup> [http://www.fcrr.org/studentactivities/F\\_024b.pdf](http://www.fcrr.org/studentactivities/F_024b.pdf)

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Class Discussion:</b> As a class, ask and answer questions about the text so students demonstrate understanding of key details. Encourage students to ask questions by providing question stems or <b>conversation starters</b><sup>19</sup>. <b>(RI.2.1, SL.2.1a-c, SL.2.2, SL.2.6)</b> Prompt students to use the annotations they made during the third reading. Sample questions for “The Seasons of Farming”:<ul style="list-style-type: none"> <li>○ What is the main idea of this text? What does the author want to explain? <b>(RI.2.2, RI.2.6)</b></li> <li>○ How does the climate in each season affect the work of a farmer? <b>(RI.2.3)</b></li> <li>○ What problems interfere with a farmer’s ability to do his or her job? What does the farmer do to solve his or her problems? <b>(RI.2.2, RI.2.3, RI.2.8)</b></li> <li>○ What details in “The Seasons of Farming” support information provided in <i>The Ox-Cart Man</i>? What details are added or are different from <i>The Ox-Cart Man</i>?” <b>(RI.2.8, RI.2.9)</b></li> </ul> </li> <li>• <b>Word Work:</b> Continue to add to the class <b>vocabulary display</b><sup>20</sup> that students can rely on in their writing. <b>(RI.2.4, L.2.6)</b> <ul style="list-style-type: none"> <li>○ For “The Seasons of Farming,” focus on adding words related to the unit focus (e.g., <i>drought, fertilizer, irrigate, pests, pesticides, and harvest</i>) and words from word families or those with related or multiple meanings (e.g., <i>cultivate, emerge, frequently/typically/especially, unfortunately/fortunately, supposed, especially, ensure, produce</i> [noun and verb]/<i>producing/yield, spoil/spoiled, destroying/damaged/ruin, possible/certain</i>).</li> <li>○ As a class, define the words in context and/or demonstrate how to use known root words or affixes to determine the meaning of unknown words. <b>(RI.2.4; L.2.4a, b, c)</b> Discuss the function of adverbs in the sentences and work with students to produce their own sentences, using the adverbs correctly. <b>(L.2.1e)</b></li> <li>○ Work with students to verify the meanings of the words. <b>(L.2.4e)</b></li> <li>○ Have students work in groups to visually represent the relationships and connections (e.g., antonyms or synonyms, shades of meaning, etc.) among the words using <b>semantic mapping</b><sup>21</sup> or <b>concept mapping</b>.<sup>22</sup> <b>(RI.2.3, L.2.5b)</b> As part of their mapping, prompt students to add real-life connections between the words and show how they are used. <b>(L.2.5a)</b> Display the words for students to use when they write.</li> </ul> </li> </ul>

<sup>19</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>20</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>21</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>22</sup> <http://www.timrasinski.com/presentations/Concept%20Map.pdf>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Student Writing:</u> Ask students to review their writing from Lesson 1 with a partner. <b>(W.2.5)</b> <ul style="list-style-type: none"> <li>○ Prompt them to consider the responses discussed during the class discussion about the similarities and differences between the ideas of “The Seasons of Farming” and <i>The Ox-Cart Man</i>. <b>(RI.2.1, RI.2.9)</b></li> <li>○ Ask students to add a paragraph to their writing that explains the work that farmers typically do in each season and the reasons why. How is the work in each season important for the next season? <b>(RI.2.2; RI.2.3; W.2.2; L.2.1a-b, d-f; L.2.2c-e; L.2.6)</b></li> <li>○ Have students select where to place the paragraph in their essay (i.e., before or after the previously written paragraph). Then work with students to add a transition and/or connections between the two paragraphs to create a two-paragraph essay (e.g., “This is similar in <i>The Ox-Cart Man</i>...” or “<i>The Ox-Cart Man</i> shows a similar process...”).</li> </ul> </li> <li>• <b>Note for Small-Group Writing:</b> Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. <b>(W.2.5)</b></li> </ul>
<p><b>LESSON 3:</b></p> <p><u><a href="#">The Stranger</a></u>, Chris Van Allsburg</p>	<p><b>TEXT DESCRIPTION:</b> This literary text uses a mixture of pictures and words to explore the idea of the changes of the seasons and the expected natural events that occur with them: colder weather, leaves changing color, Jack Frost, and migration. The story is a mystery about the identity of the stranger who will represent the seasonal change from summer to fall.</p> <p><b>TEXT FOCUS:</b> This text connects to the unit focus by requiring students to apply knowledge about seasons, farms, and the farming cycle to analyze the overall structure of the story and the identity of the stranger.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students listen to <i>The Stranger</i> read aloud multiple times. After each reading, they attempt to determine who the stranger is based on clues provided in the text. Students work to understand the vocabulary of the text and then write a paragraph in which they state and support their opinion about who the stranger is. Finally, students engage in a class discussion to connect <i>The Stranger</i> to the other texts read in the unit.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>First Reading:</u> Read aloud <i>The Stranger</i>. Project or display the images for students to view while listening to the text. Following the reading, ask students, “Who is the stranger?” Ask them to write down their ideas.</li> <li>• <u>Second Reading:</u> Reread aloud <i>The Stranger</i>. Prior to rereading, ask students to think about who they think the stranger is. Prompt them to locate details during the reading to support their opinion. Ask them to record those details on a graphic organizer. For example:</li> </ul>

TEXT SEQUENCE	TEXT USE
	<div data-bbox="667 228 1312 846" data-label="Diagram"> </div> <ul data-bbox="489 868 2011 1318" style="list-style-type: none"> <li>• <b>Class Discussion:</b> Ask students to share their ideas and the details they recorded with the class. <b>(SL.2.6)</b> Prompt the class to identify similarities and differences among their ideas and details. Encourage students to ask each other questions and use <b>accountable talk</b><sup>23</sup> throughout the discussion. <b>(RL.2.1, SL.2.1a-c, SL.2.3)</b> Reread sections of the text throughout the discussion to verify and support the discussion.</li> <li>• <b>Word Work:</b> Continue to add to the class <b>vocabulary display</b><sup>24</sup> that students can rely on in their writing. <b>(L.2.6)</b> <ul style="list-style-type: none"> <li>○ Use a similar process to that used in Lesson 1.</li> <li>○ For <i>The Stranger</i>, focus on adding <i>jammed, terror, mercury, draft, fascinated, occasionally, timid, peculiar, drab, and etched</i>.</li> </ul> </li> <li>• <b>Third Reading:</b> Reread <i>The Stranger</i> and project the text and illustrations for students to follow along. Stop at various points to ask students questions about the text, allowing them to demonstrate understanding. <b>(RL.2.1, RL.2.7)</b> Explain to students that their goal in rereading the text is to determine who the stranger is from the clues provided in the beginning,</li> </ul>

<sup>23</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>24</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>middle, and end of the text. <b>(RL.2.5)</b> Prompt them to refer to the notes taken earlier in the unit and revise them based on the additional reading of the text and the specific questions asked. Comprehension questions for <i>The Stranger</i> are available through a sample lesson on Achievethecore.org. Access the lesson <a href="#">here</a>.<sup>25</sup></p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <b>Independent Writing:</b> Have students respond to the following prompt in journals or to turn in as a check for understanding: “Who is the stranger? What clues in the story led you to your opinion?” <b>(RL.2.1; RL.2.3; RL.2.7; W.2.1; L.2.1a-b, d-f; L.2.2c-e; L.2.6)</b> <ul style="list-style-type: none"> <li>○ Ensure that students write a well-developed paragraph that explains who they think the stranger in the story is and that they provide at least three key details from the text to support their answer.</li> <li>○ Prompt them to use the graphic organizer from earlier in the lesson as a prewriting tool to help them organize their thoughts.</li> <li>○ <b>Note for Small-Group Writing:</b> Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. <b>(W.2.5)</b></li> </ul> </li> <li>• <b>Class Discussion:</b> Engage students in a <a href="#">Shared Inquiry discussion</a><sup>26</sup> about the connections between the texts read in the unit and the unit focus. <ul style="list-style-type: none"> <li>○ Ask students, “How do the events of <i>The Stranger</i> relate to the ideas expressed in ‘The Seasons of Farming’ and <i>The Ox-Cart Man</i>?”</li> <li>○ Prompt them to consider the setting of the two literary texts (“Do the stories take place in modern times or in the past? How do you know?”) <b>(RL.2.7)</b>, the interaction between humans and nature (“What connections exist between farming and the seasons?”) <b>(RI.2.3)</b>, and the concept of change (“What changes occur in the various texts from the beginning until the end? What do the authors want us to know about change?”). <b>(RL.2.2, RL.2.5, RI.2.6)</b></li> <li>○ Ensure that students use <a href="#">accountable talk</a><sup>27</sup> throughout the discussion and refer to the texts and class notes to provide support for their ideas. <b>(SL.2.1a-c, SL.2.2, SL.2.4, SL.2.6)</b></li> </ul> </li> </ul>

<sup>25</sup> <http://www.achievethecore.org/file/771>

<sup>26</sup> <https://www.youtube.com/watch?v=r-M3aLcE88E>

<sup>27</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 4:</b></p> <p><a href="#">“From Farm to Market”</a> from Domain 5 of the Grade K Core Knowledge Listening and Learning Strand (pages 95-97 of the Read-Aloud Anthology)<sup>28</sup></p> <p><i>The Ox-Cart Man</i>, Donald Hall and Barbara Cooney</p>	<p><b>TEXT DESCRIPTION:</b> “From Farm to Market” explains how farm crops become food for people. The narrator describes the process of canning and making butter while also explaining how farmers sell their goods at markets in order to earn money. It includes a description of the various booths at the market and how food gets to grocery stores.</p> <p><b>TEXT FOCUS:</b> This text connects to the unit focus by providing important information to students about how farmers produce and buy goods for and from others. Have students work with pairs to read the text, similar to the process used in Lesson 2. <b>(RL.2.10)</b> Using the narrator’s words and details from the text, have students describe the setting and overall structure of the text, and compare and contrast the experiences of the ox-cart man with those of the narrator. <b>(RL.2.1, RL.2.5, RL.2.7)</b>. Students can continue to work on understanding vocabulary in context and using various strategies.</p>
<p><b>LESSON 5:</b></p> <p><a href="#">Who’s Buying? Who’s Selling?: Understanding Consumers and Producers</a>, Jennifer S. Larson</p>	<p><b>TEXT DESCRIPTION:</b> This informational text explains the roles of consumers, producers, and sellers.</p> <p><b>TEXT FOCUS:</b> This text is used as an additional reference to learn about different components of our economy, define terms, and answer questions related to the unit focus. Students can explore the vocabulary of economics. <b>(L.2.6)</b> They can also create a visual representation of the concepts in the text and how they relate to real-life scenarios. <b>(RI.2.3)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read <i>Who’s Buying? Who’s Selling?: Understanding Consumers and Producers</i> in pairs. They work in pairs to describe the roles of various people in the economic process and then reinforce their understanding of key terminology. The lesson ends with students writing a story about a real-world example of how their families have engaged in the economic process, using the key vocabulary in their writing.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Have students read <i>Who’s Buying? Who’s Selling?: Understanding Consumers and Producers</i> in pairs and complete the various activities within the text.</li> <li>• <b>Second Reading:</b> Have students reread the text in pairs. <b>(RI.2.10)</b> Prompt the pairs to focus on the paragraphs about consumers, producers, and buyers and sellers. Ask each pair to record key details in a graphic organizer. <b>(RI.2.1, RI.2.2, RI.2.3)</b> Model the first column for students as needed.</li> </ul>

<sup>28</sup> To access the text for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.



TEXT SEQUENCE	TEXT USE																		
	<table border="1"> <thead> <tr> <th data-bbox="487 280 747 321"></th> <th data-bbox="747 280 1005 321">Consumers</th> <th data-bbox="1005 280 1266 321">Producers</th> <th data-bbox="1266 280 1524 321">Buyers</th> <th data-bbox="1524 280 1785 321">Sellers</th> </tr> </thead> <tbody> <tr> <td data-bbox="487 321 747 513"> <b>What is their role?</b>  <i>(include key details from the text)</i> </td> <td data-bbox="747 321 1005 513"> <ul style="list-style-type: none"> <li>They use money to buy goods or services.</li> </ul> </td> <td data-bbox="1005 321 1266 513"></td> <td data-bbox="1266 321 1524 513"></td> <td data-bbox="1524 321 1785 513"></td> </tr> <tr> <td data-bbox="487 513 747 732"> <b>How can I be a _____?</b>  <i>(include real-life examples)</i> </td> <td data-bbox="747 513 1005 732"> <ul style="list-style-type: none"> <li>I can use money to buy food at the store.</li> </ul> </td> <td data-bbox="1005 513 1266 732"></td> <td data-bbox="1266 513 1524 732"></td> <td data-bbox="1524 513 1785 732"></td> </tr> </tbody> </table>					Consumers	Producers	Buyers	Sellers	<b>What is their role?</b> <i>(include key details from the text)</i>	<ul style="list-style-type: none"> <li>They use money to buy goods or services.</li> </ul>				<b>How can I be a _____?</b> <i>(include real-life examples)</i>	<ul style="list-style-type: none"> <li>I can use money to buy food at the store.</li> </ul>			
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	<ul style="list-style-type: none"> <li><b>Student Writing:</b> Have the pairs use their graphic organizer to determine the author’s purpose for writing. Then ask the pairs to write a paragraph that summarizes the main topic and key details to support their opinion of the author’s purpose. <b>(RI.2.2, RI.2.6, RI.2.8, W.2.1, L.2.1a-b, d-f; L.2.2c-e)</b></li> <li><b>Class Discussion:</b> Discuss the various connections and relationships among the ideas presented in the book for students to practice using the economic vocabulary. <b>(SL.2.1a-c, SL.2.2, SL.2.6)</b> <ul style="list-style-type: none"> <li>Add <i>producers, consumers, buyers, sellers, market, supply, demand, goods, resources, services, and benefit</i> to the class <b>vocabulary display</b>.<sup>29</sup> <b>(RI.2.4, L.2.6)</b></li> <li>Have students explain the relationship between <i>consumers, buyers, producers, and sellers</i>. Ensure students understand that consumers might not always be buyers and that producers might not always be sellers.</li> <li>Prompt students to look at the pictures on pages 26 and 27. Ask them to consider the effect that supply and demand have on prices. <b>(RI.2.3, RI.2.7)</b> Then ask them to complete the following sentences and come up with additional real-life examples. <b>(L.2.5c)</b> <ul style="list-style-type: none"> <li>If demand is _____ and supply is _____, prices of goods and services go up.</li> <li>If demand is _____ and supply is _____, prices of goods and services go down.</li> </ul> </li> </ul> </li> </ul>																		

<sup>29</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>▪ If demand is _____ and supply is _____, prices of goods and services remain steady.</li> <li>○ Have students complete the activity on pages 28-29 from <i>Who's Buying? Who's Selling?</i> and discuss their reasoning using the appropriate vocabulary. (SL.2.4, L.2.6)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Independent Writing:</u> Have students independently write a paragraph in response to the following prompt: "Write about a time when you or your family were consumers. What happened? What decisions did you have to make? Did you end up getting what you wanted? Include details and use the following vocabulary words: <i>market, goods, services, consumer, producer, supply, demand, and benefit.</i>" <ul style="list-style-type: none"> <li>○ Ensure that students recount a well-elaborated event or sequence of events in which they or their family purchased a good or service. Students should also use temporal words to signal event order (e.g., <i>before, after, first, next, then, last</i>) and include the appropriate vocabulary. (W.2.3, W.2.8, L.2.6)</li> <li>○ Place students into pairs and have them swap their writing.</li> <li>○ Ask each partner to check for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a <a href="#">proofreading anchor chart</a><sup>30</sup> as necessary. (W.2.5; SL.2.1a-c; L.2.1a-f; L.2.2a, c-e)</li> </ul> </li> </ul>
<p><b>LESSON 6:</b></p> <p><a href="#">County Fair (My First Little House)</a>, Laura Ingalls Wilder and Jody Wheeler</p> <p><a href="#">Chapters 16-18 from Charlotte's Web</a>, E. B. White</p> <p><a href="#">The Ox-Cart Man</a>, Donald Hall and Barbara Cooney</p>	<p><b>TEXT DESCRIPTION:</b> <i>County Fair</i> tells the story of the Wilder family heading to the county fair. There are animals, treats, and a pumpkin competition that Almanzo hopes his pumpkin will win. Chapters 16-18 of <i>Charlotte's Web</i> tell about Charlotte and Wilbur heading off to the county fair.</p> <p><b>TEXT FOCUS:</b> These texts are connected to the unit focus by providing the setting of a county fair in which students can connect the fair to the market, and explain similarities and differences between the anchor and the read-aloud text. Students can also look at the use of adjectives and language in both texts to continue developing an understanding of vocabulary.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read <i>County Fair</i> and summarize the events. Then students listen to the chapters from <i>Charlotte's Web</i> read aloud and summarize the events. Students work with the adjectives in <i>Charlotte's Web</i> to determine shades of meaning. The lesson concludes with students participating in a shared and then independent writing of a letter to the ox-cart man.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>First Reading:</u> Divide the class into pairs. Ask pairs to work with a partner to <a href="#">practice reading</a><sup>31</sup> aloud <i>County Fair</i> with</li> </ul>

<sup>30</sup> <https://www.pinterest.com/sweney/writing-anchor-charts/>

TEXT SEQUENCE	TEXT USE										
	<p>accuracy and expression. (RF.2.4a, b, c)</p> <ul style="list-style-type: none"> <li> <p><b>Second Reading:</b> Have students read <i>County Fair</i> independently. (RL.2.10) When students are finished reading, ask them to complete a Somebody-Wanted-But-So chart to summarize the text. (RL.2.2, RL.2.5, RL.2.7) If needed, model how to complete this chart as a class.</p> <table border="1" data-bbox="506 404 1818 615"> <thead> <tr> <th data-bbox="506 404 768 441">Somebody</th> <th data-bbox="768 404 1031 441">Wanted</th> <th data-bbox="1031 404 1293 441">But</th> <th data-bbox="1293 404 1556 441">So</th> <th data-bbox="1556 404 1818 441">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 441 768 615"></td> <td data-bbox="768 441 1031 615"></td> <td data-bbox="1031 441 1293 615"></td> <td data-bbox="1293 441 1556 615"></td> <td data-bbox="1556 441 1818 615"></td> </tr> </tbody> </table> </li> <li> <p><b>Class Discussion:</b> As a class, ask and answer questions about <i>County Fair</i> so students can demonstrate an understanding of key details. Encourage students to ask each other questions and use <b>accountable talk</b><sup>32</sup> throughout the discussion. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6) Sample questions:</p> <ul style="list-style-type: none"> <li>What is Almanzo’s family taking to the fair? What did Almanzo send to the fair? What does what they bring reveal about Almanzo’s family life in the countryside? (RL.2.7)</li> <li>How does Almanzo respond during and after his pumpkin is judged? (RL.2.3)</li> <li>How does Almanzo feel about being a “farmer boy” versus being a “boy from town”? How do you know? (RL.2.7)</li> </ul> </li> <li> <p><b>First Reading:</b> Read aloud the chapters from <i>Charlotte’s Web</i>.</p> </li> <li> <p><b>Second Reading:</b> Reread one of the chapters from <i>Charlotte’s Web</i>. During the reading, have students complete a Somebody-Wanted-But-So chart to summarize the text. (RL.2.2, RL.2.7)</p> </li> <li> <p><b>Word Work:</b> Write <i>pretty, lovely, beautiful, radiant</i>, on the board. Discuss that while these words relate to each other and have similar meanings, there are differences. Ask students to describe the differences between the words. (L.2.5a-b)</p> <ul style="list-style-type: none"> <li>Explain that the differences they identified are the “shades of meaning.”</li> <li>Project portions of the text for students to reread aloud <b>chorally</b><sup>33</sup> and ask students to identify adjectives as they read (e.g., <i>famous, wonderful, prettiest, bigger, enormous, great, silky, weak, and humble</i>).</li> </ul> </li> </ul>	Somebody	Wanted	But	So	Then (optional)					
Somebody	Wanted	But	So	Then (optional)							

<sup>31</sup> [http://www.fcrr.org/studentactivities/F\\_024b.pdf](http://www.fcrr.org/studentactivities/F_024b.pdf)

<sup>32</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>33</sup> [http://www.fcrr.org/studentactivities/F\\_023b.pdf](http://www.fcrr.org/studentactivities/F_023b.pdf)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Have students work in pairs to select one adjective, use context clues to define the word, and identify two related adjectives. Each student pair should be able to explain to the class what the original adjective means and how the three adjectives relate (e.g., the words have shades of meaning [describe the shades]; the words are opposites/antonyms). (SL.2.1a-c, SL.2.6, L.2.4a, L.2.5a-b)</li> <li>○ Display those words for students to use when they write.</li> <li>● <b>Class Discussion:</b> As a class, ask and answer questions about the chapters from <i>Charlotte’s Web</i>, <i>County Fair</i>, and <i>The Ox-Cart Man</i> so students can demonstrate an understanding of key details. (Reread portions of any text as needed.) Encourage students to ask each other questions and use <b>accountable talk</b><sup>34</sup> throughout the discussion. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6) Sample questions: <ul style="list-style-type: none"> <li>○ Charlotte sees another pig in the stall next to Wilbur, and drops in on him to investigate. What does Charlotte notice about Uncle? What happens when she tries to talk to him? (RL.2.2, RL.2.3)</li> <li>○ How are the events in <i>Charlotte’s Web</i> similar to or different than the events of <i>County Fair</i>? How did people use fairs in the past? Consider the terminology from Lesson 5.</li> <li>○ Compare the settings in all three texts. What is similar about them? (RL.2.7)</li> <li>○ Compare the characters in all three texts. What is similar or different about them and they way the respond to the events in the text? (RL.2.3, RL.2.7)</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● <b>Shared Writing:</b> Conduct a <b>shared writing</b><sup>35</sup> task in which students write a letter to or from Almanzo or Charlotte and Wilbur to the ox-cart man. In the letter, ask students to explain what is similar and what is different about their lives. Ensure that students use vocabulary from the display in the letter. (W.2.2, W.2.5, SL.2.1a, L.2.6) <ul style="list-style-type: none"> <li>○ Respond to the prompt using a “shared pen” technique (or “shared keyboard” technique on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6)</li> <li>○ Practice grade-level grammar, usage, conventions, and spelling. (RF.2.3b, L.2.1a-d, L.2.2c-d)</li> <li>○ Demonstrate how to write and punctuate a letter, and write complete sentences, expanding them by using adjectives and/or adverbs. (L.2.1e-f, L.2.2b)</li> </ul> </li> </ul>

<sup>34</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>35</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Model the use of a word display. Students spell words aloud as they write them. (RF.2.3b, e; L.2.2d-e; L.2.6)</li> <li>○ Read aloud the letter and ask for suggestions from students to improve the response, revising it as necessary. (W.2.5; SL.2.1a, b, c)</li> <li>○ When the writing is complete, point to the words and read aloud the letter simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-b)</li> <li>○ Study the letter. Ask students to identify words with inconsistent but common spelling-sound correspondences, identify collective and irregular plural nouns, and verify the correct verb tense and use of adjectives or adverbs. (RF.2.3e; L.2.1a, b, d, e)</li> </ul> <ul style="list-style-type: none"> <li>● <u>Independent Writing</u>: Have students independently write their own letter from the other character not completed in shared writing. (W.2.2, W.2.8) <ul style="list-style-type: none"> <li>● Have students adopt the point of view of either character and explain what is the same and different about their lives. (RL.2.1, RL.2.2, RL.2.3, RL.2.7)</li> <li>● Ensure that students supply reasons to support their explanation, use linking words, and provide a conclusion.</li> <li>● Place students into pairs and have them swap their writing.</li> <li>● Ask each partner to compare the writing against the model, checking for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a <a href="#">proofreading anchor chart</a><sup>36</sup> as necessary. (W.2.5, SL.2.1a, L.2.1a-f, L.2.2b-e, L.2.6)</li> </ul> </li> </ul>
<p><b>LESSON 7:</b></p> <p><i>My Rows and Piles of Coins</i>, Tololwa Mollel</p>	<p><b>TEXT DESCRIPTION:</b> This is a story about Saruni, a young boy, and his family, who were both consumers and sellers in a market in Tanzania. If they had a productive day at the market, Saruni’s mother gave him five cents for helping her. Saruni decided to save his money to buy a bicycle. Not only did he want one for his own enjoyment, but also so he could help his mother take heavy loads to sell at the market. In the end, he is disappointed that he does not have enough money to buy a bike from the market. He finally tells his mom of his plan, and his dad comes home with a bike for him.</p> <p><b>TEXT FOCUS:</b> Students ask and answer <i>who, what, where, when, why</i> and <i>how</i> questions to demonstrate an understanding of key details in a text, such as setting, characters, and events. (RL.2.1) Students describe the overall story structure of <i>My Rows and Piles of Coins</i>, including how the beginning events introduce Saruni’s savings goal and the ending shows Saruni making a new goal to save toward based on how he can help his mother at the market. (RL.2.5) Students will also apply knowledge of consumers, producers, and sellers to understand the roles of the characters Saruni, Yeyo, Murete, and the tall skinny man at various points in</p>

<sup>36</sup> <https://www.pinterest.com/sweney/writing-anchor-charts/>

TEXT SEQUENCE	TEXT USE
	<p>the story.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE TASK:</b> Access a <a href="#">full lesson</a><sup>37</sup> for <i>My Rows and Pile of Coins</i> with questions, vocabulary, and a writing task. Incorporate the vocabulary into the display as has been done in previous lessons. Following the lesson, allow time for discussion so that students can make connections between the experiences of Saruni and his family and the ox-cart man and characters in other texts of the unit. Students should also continue to use the vocabulary of the unit from <i>Who’s Buying? Who’s Selling?</i> (e.g., <i>consumer, market, benefit, demand</i>) in discussing the text.</p> <p><b>Teacher Note:</b> This lesson is aligned to grade 3 standards, although almost all of the questions and tasks are still applicable to grade 2. Read aloud the text to students rather than asking them to read the text independently, as instructed on the lesson.</p>
<p><b>LESSON 8:</b></p> <p><a href="#">The Little House</a>, Virginia Lee Burton</p>	<p><b>TEXT DESCRIPTION:</b> <i>The Little House</i> is a story of a country cottage that becomes engulfed by the city that grows up around it. The house has an expressive face of windows and doors, so she’s sad when she’s surrounded by the dirty, noisy city’s hustle and bustle. Fortunately, there’s a happy ending, as the house is taken back to the country where she belongs.</p> <p><b>TEXT FOCUS:</b> Students begin by creating a vocabulary display of words and phrases that supply meaning for how the little house is feeling at various points in the text to use when they write (<b>RL.2.4, SL.2.1a-c, L.2.6</b>). Students describe the overall story structure of <i>The Little House</i>, including how the beginning events introduce the country life and how the ending concludes back in the country. (<b>RL.2.5</b>) They describe how the character of the little house in <i>The Little House</i> responds to the country changing to the city. (<b>RL.2.3</b>) They begin to be introduced to how life has changed from the market economy to urban communities and complete a chart that identifies reasons for these changes. (<b>RL.2.1, RL.2.7</b>) Students engage in writing activities in which they explain the change of setting in <i>The Little House</i> and the causes of this change. (<b>W.2.2, W.2.8, L.2.1a-f, L.2.2a-e, L.2.6, SL.2.2</b>)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read and discuss the text in order to build understanding. Students participate in a discussion to deepen understanding of the central message and how it is conveyed through the text and use of illustrations. Students end the lesson by writing a summary of the sequence of events as well as the main character’s feelings about the story’s events.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-reading:</b> Have students work in pairs to complete a Venn diagram that compares and contrasts the city and the country. Prompt them to think about Almanzo’s opinion in <i>County Fair</i>.</li> </ul>

<sup>37</sup> <http://www.achievethecore.org/file/550>

TEXT SEQUENCE	TEXT USE
	<div data-bbox="646 228 1312 613" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Ask students to share their thoughts. Record their ideas on a class diagram.</li> <li>○ Explain to the class that as they read <i>The Little House</i>, they should pay attention to the text and illustrations to consider the different settings.</li> <li>● <b>First Reading:</b> Read aloud <i>The Little House</i> as students follow along. Stop to ask students about the setting and how the little house responds. (RL.2.3, RL.2.7) Add details and descriptions to the class Venn diagram based on <i>The Little House</i>.</li> <li>● <b>Second Reading:</b> Ask students to reread <i>The Little House</i> in pairs. As they are reading, prompt them to ask their partners questions about the text to demonstrate an understanding of the story. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6) Ask students to complete a Somebody-Wanted-But-So chart for <i>The Little House</i>. (RL.2.2, RL.2.5) Then ask them the following questions: <ul style="list-style-type: none"> <li>○ Think about how the author describes the house in the story. How is the house like a person? (RL.2.7)</li> <li>○ What changes occur throughout the story? How do these changes affect the little house? Which of these changes are manmade? Which of these changes are cycles or patterns in nature? (RL.2.2, RL.2.3, RL.2.7)</li> <li>○ What words, phrases, or ideas repeat throughout the text? How do these add to the meaning of the text? What do they emphasize? What do they teach the reader about what we can learn from reading this text? (RL.2.2, RL.2.4, RL.2.7) (Teacher Note: It is important that students understand the opinions in <i>The Little House</i> are not reflective of a “right” or “wrong” way to think; rather they are opinions of this particular author. [RL.2.6])</li> <li>○ How does the story end? How does the little house feel at the end? (RL.2.2, RL.2.3, RL.2.7)</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● <b>Independent Writing:</b> Have students independently write a paragraph in response to the following prompt: “In <i>The Little House</i>, what are the differences between life in the country and life in the city? Where does the little house like to live?”</li> </ul>

TEXT SEQUENCE	TEXT USE
	<p>How do you know?” (RL.2.3, RL.2.7, W.2.1)</p> <ul style="list-style-type: none"> <li>○ Ensure that students list the similarities and differences between country life and city life and offer their opinion of where the little house preferred living.</li> <li>○ Place students into pairs and have them swap their writing.</li> <li>○ Ask each partner to check for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a <a href="#">proofreading anchor chart</a><sup>38</sup> as necessary. (W.2.5, SL.2.1a, L.2.1a-b, d-f; L.2.2c-e)</li> </ul>
<p><b>LESSON 9:</b> <i>Window</i>, Jeannie Baker</p>	<p><b>TEXT DESCRIPTION:</b> In this wordless picture book, each page features the window of Sam’s room, from which the reader can see the landscape being destroyed as Sam grows up—forest and animals are replaced by neighbors and houses, factories are built, graffiti is scribbled on walls, and other problems indigenous to populous cities appear.</p> <p><b>TEXT FOCUS:</b> This text provides students with opportunities to identify the how environments change over time and the effect that change has on the people in those environments. Students can describe the overall structure of <i>Window</i>, including how the beginning events introduce the country life and how the ending concludes back in the country. (RL.2.5) This text can support students’ growing understanding of the changes in life over time, including both the economy (from agrarian to industrial) and environment (rural to urban). Students may also recognize how some places (maybe even the ones they live in) have not experienced the same kinds of changes. Students can closely examine the illustrations, focusing on the changes to the setting over the course of the text. They can make comparisons to <i>The Little House</i> and other texts read in the unit. (RL.2.7) Then students can write their own text for the illustrations in <i>Window</i>, including identifying the causes for the changes and using vocabulary from the unit display. (W.2.3, L.2.6)</p>
<p><b>LESSON 10:</b> <a href="#">The Kamishibai Man</a>, Allen Say</p>	<p><b>TEXT DESCRIPTION:</b> The Kamishibai man used to ride his bicycle into town, where he would tell stories to the children and sell them candy, but gradually, fewer and fewer children came running at the sound of his clappers. Years later, the Kamishibai man pedaled into town to tell one more story—his own. When he finishes his story, he is surrounded by the children he used to entertain, who have all grown up and are more eager than ever to listen to his delightful tales.</p> <p><b>TEXT FOCUS:</b> This text connects to the unit focus and helps students further examine how our lives change over time. It serves as a good extension to the unit, as this text asks students to think beyond their own houses, neighborhoods, and communities to see perspectives of people from different cultures.</p> <p><b>MODEL TASKS</b></p>

<sup>38</sup> <https://www.pinterest.com/sweney/writing-anchor-charts/>



TEXT SEQUENCE	TEXT USE
	<p><b>LESSON OVERVIEW:</b> Students engage in multiple readings of <i>The Kamishibai Man</i> and recount the main events of the story. Then they explore the vocabulary of the text and engage in a class discussion about the lesson of the text.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First reading:</b> Read aloud the text. Display or project the pages so students can see the illustrations and follow along with the printed text.</li> <li>• <b>Word Work:</b> Continue to build the <a href="#">vocabulary display</a><sup>39</sup> that students can rely on in their writing. <b>(L.2.6)</b> <ul style="list-style-type: none"> <li>○ For <i>The Kamishibai Man</i>, focus on adding words or phrases related to how the characters are feeling at different points in the story (e.g., “you haven’t said a word in three days,” <i>fine</i>, <i>hum</i>, “you’d think I was in another country,” <i>rude</i>, <i>gaped</i>, “shaking his head,” <i>curious</i>, “his mouth wide open,” <i>smiled</i>, <i>startled</i>).</li> <li>○ As a class, define the words and phrases in context (using illustrations when appropriate), focusing on what the words and phrases reveal about how the Kamishibai man responds to the events of the text. <b>(RL.2.3, L.2.4a)</b></li> </ul> </li> <li>• <b>Second Reading:</b> Read aloud the text. Display or project the pages so students can see the illustrations and follow along with the printed text. Stop at various points to ask students questions to demonstrate understanding of key details. Ask students to create a Somebody-Wanted-But-So chart for <i>The Kamishibai Man</i>. <b>(RL.2.2, RL.2.5, RL.2.7)</b> Encourage students to ask each other questions and use <a href="#">accountable talk</a><sup>40</sup> throughout the discussion. <b>(RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6)</b> Sample questions: <ul style="list-style-type: none"> <li>○ What causes the Kamishibai man to stop telling stories? <b>(RL.2.3)</b></li> <li>○ How is the story the Kamishibai man tells different than the stories he told when he was young? <b>(RL.2.6)</b></li> <li>○ Why do the people come back to listen to the Kamishibai man’s stories? <b>(RL.2.7)</b></li> <li>○ How has the world around the Kamishibai man changed? How are these changes similar to the changes we saw in <i>The Little House</i> and <i>Window</i>? How is life for the Kamishibai man similar to or different than life for the ox-cart man and his family? <b>(RL.2.2, RL.2.7)</b></li> <li>○ How does the Kamishibai man respond to the changes around him? Does the way he responds change as the text goes on? What lesson does this text teach the reader? <b>(RL.2.2, RL.2.3)</b></li> </ul> </li> </ul>

<sup>39</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>40</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 11:</b></p> <p><i>The Paper Crane</i>, Molly Bang</p>	<p><b><u>TEXT DESCRIPTION:</u></b> This story is about a man who is proud of his diner, but a new highway replaces the old road, and now few customers come to his restaurant. A stranger comes, and the restaurant owner feeds him for free. As a gift of thanks, the man makes a paper crane that can dance and jump around. The paper crane attracts customers, and the diner becomes a prosperous place of business once again.</p> <p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>
<p><b>LESSON 12:</b></p> <p><i>The Ox-Cart Man</i>, Donald Hall and Barbara Cooney</p>	<p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 13:</b></p> <p>Student-created questions</p>	<p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>