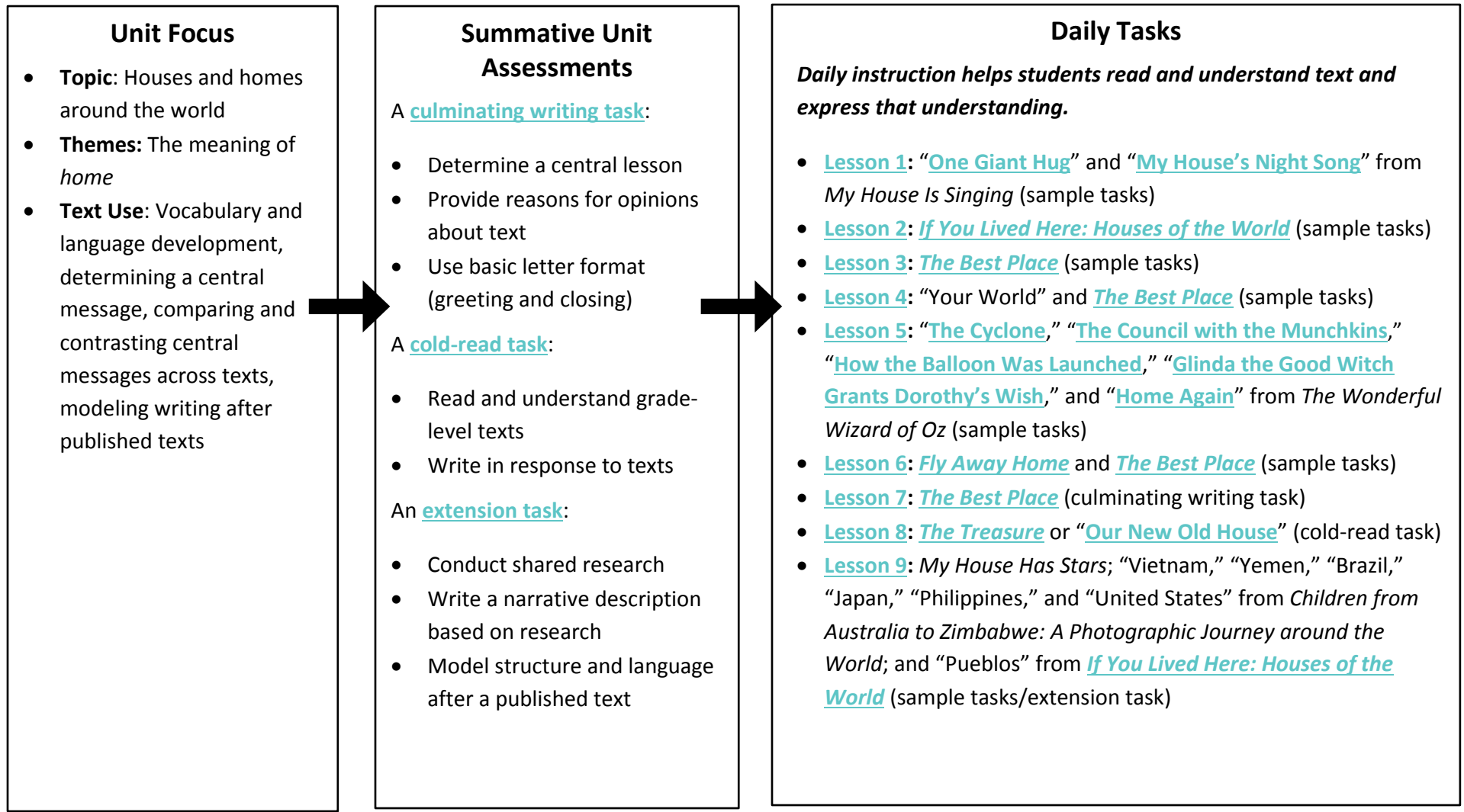


UNIT: *The Best Place*

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| <p>ANCHOR TEXT The Best Place, Susan Meddaugh (Literary)</p> <p>RELATED TEXTS <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none">• “One Giant Hug” and “My House’s Night Song” from <i>My House Is Singing</i>, Betsy Rosenthal (Poems)• “Your World,” Georgia Douglas Johnson (Poem)• “The Cyclone,” “The Council with the Munchkins,” “How the Balloon Was Launched,” “Glinda the Good Witch Grants Dorothy’s Wish,” and “Home Again” from <i>The Wonderful Wizard of Oz</i>, L. Frank Baum• Fly Away Home, Eve Bunting• <i>My House Has Stars</i>, Megan McDonald• The Treasure, Uri Shulevitz <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none">• Excerpts from <i>Children from Australia to Zimbabwe: A Photographic Journey around the World</i>, Maya Ajmera and Anna Rhesa Versola• Excerpts from If You Lived Here: Houses of the World, Giles Laroche | <p>UNIT FOCUS</p> <p>Students explore different types of houses. They study the differences between a house and a home through various texts and learn that a “home” doesn’t have to be a physical place. Students consider how children in various parts of the world live and come to understand the similarities and differences in what children around the world consider their home. This set can connect to social studies.</p> <p>Text Use: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts</p> <p>Reading: 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.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9</p> <p>Reading Foundational Skills:¹ RF.2.3a-e, RF.2.4a-c</p> <p>Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8</p> <p>Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p> <p>Language: L.2.1a-f, L.2.2b-e, L.2.4a-e, L.2.5a-b, L.2.6</p> <p>CONTENTS</p> <p>Page 355: Text Set and Unit Focus</p> <p>Page 356: <i>The Best Place</i> Unit Overview</p> <p>Pages 357-360: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 361: ELA Instructional Framework</p> <p>Pages 362-382: Text Sequence and Sample Whole-Class Tasks</p> |
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¹ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

The Best Place Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Have students respond to the following prompt: “Write a letter to the wolf describing the most important lesson you learned from reading about his experiences in *The Best Place*. Identify what you learned and provide reasons for why you chose that lesson. 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 they consider to be the central lesson in The Best Place. (RL.2.1, RL.2.2, RL.2.3, RL.2.7, W.2.1) They should include reasons for why they selected the lesson they chose, and use a proper greeting and closing in 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 |
|--|---|--|
| What should students learn from the texts? | What shows students have learned it? | Which tasks help students learn it? |
| <ul style="list-style-type: none"> • Topic: Houses and homes around the world • Themes: The meaning of <i>home</i> • Text Use: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts | This task assesses: <ul style="list-style-type: none"> • Determining a central lesson • Providing reasons for opinions about text • Using basic letter format (greeting and closing) | Read and understand text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 7 (use this task) |

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK³

Have students read *The Treasure* by Uri Shulevitz independently. (RL.2.10; RF.2.4a, c) Then ask students to independently read and answer in writing a combination of multiple-choice and constructed-response questions⁴ about the text. Sample questions:

1. How does Isaac respond to his dream? (RL.2.1, RL.2.3, RL.2.7)
2. What causes Isaac to begin and end his journey? (RL.2.1, RL.2.3, RL.2.5, RL.2.7)
3. What does Isaac learn from his journey? (RL.2.1, RL.2.2, RL.2.7)
4. How is the lesson of *The Treasure* similar to or different from *The Best Place* or the excerpts from *The Wizard of Oz*? (RL.2.1, RL.2.2, RL.2.9) (**Teacher Note:** This could be done on a graphic organizer, rather than through essay/short answer writing.)

Alternate assessment option for districts who choose not to purchase *The Treasure*:

Have students read “[Our New Old House](#)”⁵ from ReadWorks.org independently. (RL.2.10; RF.2.4a, c) Then ask students to independently read and answer in writing a combination of multiple-choice and constructed-response questions⁶ about the text. Sample questions:

1. Describe what happens in the beginning, middle, and end of this story. (RL.2.1, RL.2.5)
2. How does Ramon feel about his house at the beginning of the story? Why? (RL.2.1, RL.2.3, RL.2.7)
3. How does Ramon respond to the storm outside his house? (RL.2.1, RL.2.3, RL.2.7)
4. How does Ramon feel about his house at the end of the story? Why? (RL.2.1, RL.2.3, RL.2.7)
5. Remember what happens to the wolf in *The Best Place*. How are Ramon’s experiences similar to or different from the experiences of the wolf? (RL.2.1, RL.2.2, RL.2.7)

³ 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.

⁴ Ensure that students have access to the complete texts as they are testing.

⁵ http://www.readworks.org/sites/default/files/passages/Ming%20Lo%20Moves%20the%20Mountain%20Paired%20Text%20Lesson%20Passage_Our%20New%20Old%20House.docx_.pdf

⁶ Ensure that students have access to the complete texts as they are testing.

| UNIT FOCUS | UNIT ASSESSMENT | DAILY TASKS |
|--|--|--|
| What should students learn from the texts? | What shows students have learned it? | Which tasks help students learn it? |
| <ul style="list-style-type: none"> • Topic: Houses and homes around the world • Themes: The meaning of <i>home</i> • Text Use: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts | <p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding grade-level texts • Writing in response to texts | <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 8 (use this task) |

EXTENSION TASK⁷

Have students work in small groups to answer the following prompt: “Investigate a country in *Children from Australia to Zimbabwe* not already in *My House Has Stars*. Write a new entry for *My House Has Stars* based on information gathered from *Children from Australia to Zimbabwe*. Model your entry after the entries in *My House Has Stars*. Add a picture to your entry. Read your entry to the class once it is finished and answer any audience questions.”

Teacher Notes:

- *If needed, provide groups with additional resources on the country they are investigating.*
- *Students are asked to identify the similarities and differences between the houses in other countries and write a narrative description modeled after the structure and language of *My House Has Stars*. (W.2.3, W.2.7) They are also asked to present their narrative description to the class. (SL.2.4)*
- *The completed writing should include a visual element to support the written text and use words from the word display. (SL.2.5, 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.2.2a, c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*
- *If time allows, help groups publish their entries using technology. (W.2.6)*

| UNIT FOCUS | UNIT ASSESSMENT | DAILY TASKS |
|--|--|---|
| What should students learn from the texts? | What shows students have learned it? | Which tasks help students learn it? |
| <ul style="list-style-type: none">• Topic: Houses and homes around the world• Themes: The meaning of <i>home</i>• Text Use: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts | <p>This task focuses on:</p> <ul style="list-style-type: none">• Conducting shared research• Writing a narrative description based on research• Modeling structure and language after a published text | <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 2 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks included)• Lesson 9 (use this task) |

⁷ **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.

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](#)⁸ 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.



⁸ <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>LESSON 1:⁹</p> <p>“One Giant Hug” and “My House’s Night Song” from <i>My House Is Singing</i>, Betsy Rosenthal</p> | <p>TEXT DESCRIPTION: These poems highlight the many wonderful things about a house, including finding a sense of comfort and belonging, and begin to define the meaning of <i>home</i>.</p> <p>TEXT FOCUS: These texts introduce the unit by providing students with opportunities to talk about the unique features to love about a house. The language of these poems makes them useful as models for student writing.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students engage in choral reading and then partner reading of “One Giant Hug” and “My House’s Night Song.” Then they participate in a class discussion to ask and answer questions about the poems. Finally, they participate in shared and independent writing of a poem using Rosenthal’s poems as a model.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Provide students the poems and/or project the poems for students to read. Read aloud as students read chorally.¹⁰ Allow proficient readers in the class to be the leaders while reading the text. • Second Reading: Divide the class into pairs. Ask pairs to work together to practice reading the poems with accuracy and expression. (RF.2.4a, b, c) Use the strategies provided here¹¹ to support partner reading. • Note for Small-Group Reading: These poems can also be used for foundational skills instruction. (RF.2.3a-f) Base the tasks for small-group reading on student needs using a foundational skills curriculum.¹² <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Class Discussion: As a class or with a partner, have students ask and answer questions about the poems to demonstrate understanding of key details. Encourage students to ask questions by providing question stems or conversation starters¹³ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Since this is the first discussion, provide students with sample questions to begin their discussion. Sample questions for “One Giant Hug” and “My House’s Night Song”: <ul style="list-style-type: none"> ○ Who is the speaker in each poem? How do you know? (RL.2.1, RL.2.7) |

⁹ **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.

¹⁰ http://www.fcrr.org/studentactivities/F_023b.pdf

¹¹ <http://www.fcrr.org/studentactivities/02.htm>

¹² During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/grade-2/skills>).

¹³ <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"> ○ For each stanza of “One Giant Hug,” what is one adjective that would describe the speaker’s feelings toward her house? (RL.2.1, L.2.6) ○ Is “One Giant Hug” a good title for the poem? Why or why not? (RL.2.1, RL.2.7) ○ Why does the speaker say “My house is singing”? Is “My House’s Night Song” a good title for the poem? Why or why not? (RL.2.1, RL.2.4) ○ Why does “My House’s Night Song” have rhyme and rhythm, but “One Giant Hug” does not? Describe the difference between the structure and language in both poems. How is the meaning of the poems different as a result? (RL.2.1, RL.2.4) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Shared Writing: Engage students in daily writing and grammar instruction. Conduct a shared writing¹⁴ task in which students use one of the two poems as a mentor text¹⁵ and write a poem about the classroom. For example, if using “One Giant Hug,” create a poem that uses the beginning phrases of each stanza (“It’s not,” “It never,” “It doesn’t,” etc.) and similar kinds of figurative language and line structures. (W.2.5, SL.2.1a, L.2.6) <ul style="list-style-type: none"> ○ Respond to the prompt using a “shared pen” technique (or “shared keyboard” technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) <ul style="list-style-type: none"> ▪ Practice grade-level grammar, usage, conventions, and spelling. For example, demonstrate how to use apostrophes to form possessives and contractions, choose between using an adjective or adverb based on what it modifies, and spell different words by generalizing patterns. (RF.2.3b, L.2.1a-f, L.2.2c-d) ▪ Model the use of a word display. Have students spell the words aloud as they are being written. (RF.2.3b, e; L.2.2d-e; L.2.6) ▪ Read aloud the lines of the poem and ask for suggestions from students to improve the language, line breaks, etc. (W.2.5; SL.2.1a, b, c; L.2.5a) ○ When the writing is complete, point to the words and read the poem aloud simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-b) ○ Study the poem. 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. |

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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

| TEXT SEQUENCE | TEXT USE |
|---|--|
| | <p align="center">(RF.2.3e; L.2.1a, b, d, e)</p> <ul style="list-style-type: none"> • Independent Writing: Then have students write their own poem based on where they live, adding an appropriate illustration to their poem. (SL.2.5) • Note for Small-Group Writing: Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. |
| <p>LESSON 2:</p> <p><i>If You Lived Here: Houses of the World</i>, Giles Laroche</p> | <p>TEXT DESCRIPTION: This informational text identifies and describes many different types of houses throughout history and the world. Despite their differences, the various houses described in the text share many similarities in that they are places for people to live and families to come together.</p> <p>TEXT FOCUS: This text provides historical information about different types of houses around the world. Students continue to study vocabulary and use the text features to locate information. (RI.2.4, RI.2.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students begin exploring the vocabulary of texts and create a vocabulary display to use when they write. They engage in multiple whole-class readings of <i>If You Lived Here</i> and summarize the main details. Then students create a visual representation of the connections within the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read this text aloud. Display or project the pages so students can see the illustrations and follow along with the printed text. • Class Discussion: 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 conversation starters¹⁶ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for <i>If You Lived Here: Houses of the World</i>: <ul style="list-style-type: none"> ○ What is the author’s main purpose for writing this text? (RI.2.1, RI.2.2, RI.2.6) ○ How do the images on each page provide information about each house? Does that information support what the text says or provide new information that isn’t learned in the text? Explain your answer. (RI.2.1, RI.2.7) ○ How do the illustrations and the summary at the bottom of each page support the paragraph at the top of each |

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

| TEXT SEQUENCE | TEXT USE |
|---------------|---|
| | <p>page? Provide a specific example from an illustration or the summary, and explain how it supports a point made in the paragraph. (RI.2.1, RI.2.7, RI.2.8)</p> <ul style="list-style-type: none"> • Word Work: Create a class chart (H-chart, Venn diagram, etc.) to record the different uses and meanings of <i>house</i> and <i>home</i>. Ensure that students keep their own individual copy in a reading log or journal. <ul style="list-style-type: none"> ○ Ask students to look up the definitions of <i>house</i> and <i>home</i> in the dictionary. (L.2.4e) ○ Add related words from each student’s personal understanding of the two words. (L.2.5a) ○ Focus students on identifying the meaning of compound words based on the meaning of the individual words (e.g., <i>bedroom</i> is a room with a bed). ○ Prompt students to identify compound words using <i>house</i> and <i>home</i> (e.g., for <i>If You Live Here: Houses of the World</i>, students can add <i>household</i>, <i>townhouse</i>, <i>houseboat</i>, <i>homemade</i>). (L.2.4d) ○ Add words to the chart over the course of the unit to prepare for a class discussion about what defines a <i>house</i>? What defines a <i>home</i>? How do those two words have different meanings? (RI.2.4, L.2.6) • Second Reading: Read the text aloud. Display or project the pages so students can follow along with the printed text. • Word Work: Build a vocabulary display¹⁷ throughout the unit that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Prompt students to identify words related to the unit focus (<i>region</i>, <i>village</i>, <i>neighborhood</i>, <i>community</i>) and words from word families or those with related or multiple meanings (e.g., <i>construct/constructed/constructing</i>, <i>protected/protection</i>, <i>connected/connecting</i>, <i>durable</i>, <i>comfortable</i>, <i>framework</i>, <i>supporting</i>, <i>structure</i>, <i>foundation</i>, <i>shelter</i>). ○ As a class, define the words in context (using illustrations when appropriate) and/or use known root words and individual words to determine the meaning of unknown and compound words. (RI.2.4; L.2.4a, c, d) ○ Work with students to verify the meanings of the words. (L.2.4e) ○ Have students work in groups to visually represent the relationships and connections among the words using semantic mapping¹⁸ or concept mapping.¹⁹ (RI.2.3) As part of their mapping, prompt students to add real-life connections between the words and show how they are used. (L.2.5a) Display the words for students to use |

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁹ <http://www.timrasinski.com/presentations/Concept%20Map.pdf> or <http://www.docstoc.com/docs/110162299/Concept-or-Vocabulary-Word-Map>

| TEXT SEQUENCE | TEXT USE |
|------------------|---|
| | <p>when they write.</p> <ul style="list-style-type: none"> • Note for Small-Group Instruction: Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed here²⁰ and here.²¹ • Note for Independent Reading: Allow students to select a text that interests them from a classroom or school library. As this unit focuses on houses and homes, stock the classroom library with many similar books at different reading levels for students (e.g., <i>Let’s Go Home: The Wonderful Things About a House</i> by Cynthia Rylant or <i>A Nest for Celeste</i> by Henry Cole). (RI.2.10, RI.2.10) These books can also be checked out at a school or local library and temporarily stored in the classroom library. Have students read the texts when they finish classwork early or during a designated time, and have them track their reading on a chart or reading log. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Student Practice: Create a group summary of the information provided in the text. (RI.2.2) <ul style="list-style-type: none"> ○ Divide the class into groups. ○ Provide each group with a graphic organizer that has four columns: (1) Type, (2) Location, (3) Materials, (4) Date. Ensure there is space to create various rows. ○ Prompt students to work together to summarize the text by completing the graphic organizer. Have them use the text features to locate the information (i.e., Type, Location, Materials, Date) about each type of house. Enter the information for each type of house in a new row. (RI.2.1, RI.2.2, RI.2.5) ○ Ask each group to reorganize the information from the graphic organizer onto a poster or chart paper. Have each group illustrate the various connections among the information. For example, students could create a timeline based on the dates, a map based on locations, a classification chart based on the materials. (RI.2.3) ○ Once each group has finished its visual representation, post the paper and conduct a class discussion in which students compare and contrast the various houses based on the points presented and gathered on the various graphic organizers. (RI.2.9, SL.2.1a-c, SL.2.6) • Student Writing: Have students respond to the following prompt in journals: “What did you learn about the different places or time periods by studying the houses?” (RI.2.1, RI.2.2, RI.2.3, RI.2.8, W.2.7, W.2.8) |
| LESSON 3: | TEXT DESCRIPTION: The wolf loves his house, but he decides to sell it because a little bird suggested he hadn’t seen enough of |

²⁰ http://www.timrasinski.com/presentations/vocabulary_presentation.pdf

²¹ http://www.timrasinski.com/presentations/word_ladders_1-3.pdf

| TEXT SEQUENCE | TEXT USE |
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| <p>The Best Place, Susan Meddaugh</p> | <p>the world. After his travels, the wolf realizes his house really was his home, but the new owners refuse to sell his home back to him. The wolf throws a fit and is run off. Finally, the wolf learns an important lesson about the meaning of home and what really makes it “the best place.”</p> <p>TEXT FOCUS: This text emphasizes the importance of friends and community for making a house a home.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students continue to build understanding of vocabulary and develop an understanding of adjectives and adverbs and when to use each. They work with a partner to read and recount the text, and then engage in a brief writing assignment.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text aloud and display or project the text so students can view the illustrations and follow along with the printed text. • Word Work: Continue building a vocabulary display²² throughout the unit that students can rely on. (L.2.6) <ul style="list-style-type: none"> ○ Provide students with a graphic organizer that has four columns: (1) Word, (2) What it modifies, (3) Definition, (4) Illustration. ○ As a class, skim <i>The Best Place</i> to locate descriptive words (e.g., <i>magical, awed, silent, completely embarrassed, frightened</i>). Prompt students to record the words in individual rows on their graphic organizer in column one. ○ Display the sentence or paragraph that contains one of the selected words and model how to identify what the word modifies or describes. ○ Have students fill in column two for the modeled word, define the word in column three, and illustrate the phrase in column four. (RL.2.4, L.2.4a) ○ Repeat the process with another word. This time, have students identify what the word is modifying or describing as a class or in pairs. ○ Continue this process until the graphic organizer is complete. ○ Explain the differences between adjectives and adverbs based on what they modify. Review the chart as a class and label the words as adjective or adverb, then discuss the differences and reasons for each label. (L.2.1e) ○ Explain to students when you use an adjective and when you use an adverb, as well as the typical conventions |

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <p>for creating each (e.g., many adverbs end in <i>-ly</i>).</p> <ul style="list-style-type: none"> ○ Model for as a class choosing whether to use an adjective or adverb, using the words from the graphic organizer in different original sentences. ○ As a class or in pairs, have students practice expanding and rearranging sentences from <i>The Best Place</i> that contain the words from the graphic organizer. Prompt students to incorporate adjectives or adverbs. (L.2.1e-f, L.2.6) For example, “He was awed by the desert” could become “He was awed by the large and dry desert.” “He howled and growled, and the ground shook beneath his feet” could become “He howled and growled loudly, and the ground shook wildly beneath his feet” or “The ground shook beneath his feet because he howled and growled.” Have students write their expanded or rearranged sentences on the board for the class to locate and identify the adjectives and adverbs. ○ Reinforce the concept for students to practice independently. For example, students could use the words in original sentences that describe real-life connections to the words and their use (e.g., Describe, in writing, a time when you were <i>awed</i>.) (L.2.5a) ○ Display the words from <i>The Best Place</i> for students to use when they write. <ul style="list-style-type: none"> ● Second Reading: Divide the class into pairs. Read aloud the first page of <i>The Best Place</i>, and then display or project the illustrations of the text. <ul style="list-style-type: none"> ○ 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. (RL.2.1, RL.2.2, RL.2.7, SL.2.1a, SL.2.3) ○ Stop at various moments in the retelling to ask pairs questions about the key details in the text for students to demonstrate understanding of characters, setting, and/or plot. Sample questions: <ul style="list-style-type: none"> ▪ Why does the wolf sell his house? (RL.2.1, RL.2.3, RL.2.7) ▪ How does the wolf react when he originally returns to his house? (RL.2.1, RL.2.3, RL.2.7) ▪ Why does the wolf end up in a tree? (RL.2.1, RL.2.3, RL.2.7) ▪ What makes the wolf’s tree house the “best place in the world”? (RL.2.1, RL.2.2, RL.2.6, RL.2.7) ▪ Identify a moment in the story when a character makes a mistake. How does the character respond to this challenge? (RL.2.1, RL.2.3, RL.2.7) ▪ Based on events in the text, do you think the wolf’s decision to sell his house and leave was a good |

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| | <p>decision or a bad decision? Why? (RL.2.1, RL.2.2, RL.2.3, RL.2.7)</p> <ul style="list-style-type: none"> ▪ What is a lesson that the wolf learns? How does he learn this lesson? (RL.2.1, RL.2.2, RL.2.3, RL.2.7) ○ Have students complete a Somebody-Wanted-But-So chart in their reading journal to summarize <i>The Best Place</i>. <table border="1" data-bbox="583 362 1896 716"> <thead> <tr> <th data-bbox="583 362 844 412">Somebody</th> <th data-bbox="844 362 1106 412">Wanted</th> <th data-bbox="1106 362 1369 412">But</th> <th data-bbox="1369 362 1631 412">So</th> <th data-bbox="1631 362 1896 412">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 412 844 716">The wolf</td> <td data-bbox="844 412 1106 716">To explore the world</td> <td data-bbox="1106 412 1369 716">He realized that he really missed his house, and the new owners wouldn't sell it back to him.</td> <td data-bbox="1369 412 1631 716">He threw a tantrum, and his neighbors ran him off. The wolf built a house in a tree and his neighbors, who felt bad, helped him.</td> <td data-bbox="1631 412 1896 716">The wolf realized that a home is where you have good friends.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Note for Small-Group Reading: Reread whole-class literary texts during small-group reading with students who are struggling to understand. Engage them in retelling and sequencing the main events and then describing at each point how the wolf responds to the different challenges. (RL.2.2, RL.2.3) While working with students in small-group reading, other students not working with the teacher should be engaged in meaningful literacy experiences. For example, to build fluency, have some students listen to a book being read aloud on CD or an MP3 player and read along²³ with the printed text at a Listening Station. (RF.2.4a-c) Developing and managing a literacy environment in which students are able to work in groups, pairs, or independently while the teacher is working directly with a small group of students is essential. Programs like Daily Five^{TM24} support the development of that kind of literacy environment. • Third Reading: Have students partner read²⁵ <i>The Best Place</i>. • Word Work: Continue adding words to the House/Home Chart begun in Lesson 2. Ensure that students keep their own individual copy in a reading log or journal. <ul style="list-style-type: none"> ○ Ask students to identify when the author uses the word <i>house</i> and when the author uses the word <i>home</i> in <i>The Best Place</i>. (RL.2.4) ○ Discuss as a class when and how the author uses <i>house</i> and <i>home</i>. Focus students on how the wolf feels and | Somebody | Wanted | But | So | Then (optional) | The wolf | To explore the world | He realized that he really missed his house, and the new owners wouldn't sell it back to him. | He threw a tantrum, and his neighbors ran him off. The wolf built a house in a tree and his neighbors, who felt bad, helped him. | The wolf realized that a home is where you have good friends. |
| Somebody | Wanted | But | So | Then (optional) | | | | | | | |
| The wolf | To explore the world | He realized that he really missed his house, and the new owners wouldn't sell it back to him. | He threw a tantrum, and his neighbors ran him off. The wolf built a house in a tree and his neighbors, who felt bad, helped him. | The wolf realized that a home is where you have good friends. | | | | | | | |

²³ http://www.fcrr.org/studentactivities/F_023c.pdf

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

²⁵ http://www.fcrr.org/studentactivities/F_024b.pdf

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| | <p>how he responds to the events surrounding each use of the words. (RL.2.3)</p> <ul style="list-style-type: none"> ○ Add words and phrases to the chart that refine student understanding of each word. (L.2.4a) ○ Prompt students to identify additional compound words that can be added to the chart (e.g., <i>homework, homesick, homeland, housekeeper, lighthouse</i>). (L.2.4d, L.2.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Student Writing: Have students respond to the following prompt in journals or to turn in as a check for understanding: <ul style="list-style-type: none"> ○ What happens at the beginning, middle, and end of <i>The Best Place</i>? How does each part build to the next? (RL.2.2, RL.2.5, RL.2.7) ○ Name two characters in the story other than the wolf. What is their role in the story? Describe how they feel about the wolf. (RL.2.3, RL.2.6, RL.2.7) ● After reading through the story several times as a whole class, have students record themselves reading the story as collaborative groups. Have students select different roles to read (e.g., the wolf, the narrator, the bird, the rabbits) and have them read the story to each other dramatically, including using a different voice for each character when dialogue is included. Monitor the student readings to support students as necessary and, if possible, record the readings. (RL.2.6; RF.2.3f; RF.2.4b, c; SL.2.5) |
| <p>LESSON 4:</p> <p>“Your World,” Georgia Douglas Johnson</p> <p>The Best Place, Susan Meddaugh</p> | <p>TEXT DESCRIPTION: “Your World” discusses the concept of belonging and the possibilities that exist outside of your own “world.”</p> <p>TEXT FOCUS: The speaker of “Your World” is similar to the bird in <i>The Best Place</i>. Students can compare and contrast characters or themes across the texts.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students discuss shades of meaning among words. They engage in a read-aloud exercise of “Your World.” Then they ask and answer questions about the text and compare the lesson of the poem to the lessons of <i>The Best Place</i>. Finally, students engage in shared and then independent writing in which they write a letter offering advice to a character in either of the texts.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ● First Reading: Read aloud “Your World.” |

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| | <ul style="list-style-type: none"> • Second Reading: Read aloud “Your World” and display or project the text for students to follow along. • Word Work: Continue building a vocabulary display²⁶ throughout the unit that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Write <i>speak, mumble, whisper, yell</i> on the board. Discuss with students 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) ○ Explain that the differences they identified are the “shades of meaning” of those words. Access similar lesson ideas for this task here.²⁷ ○ Ask students to identify verbs from “Your World” and <i>The Best Place</i> (e.g., <i>traveled/travel, soaked, overcome, marched, whined, hurried, realized, abide, throbbed, battered, cradled, soared</i>). ○ Have students work in pairs to select one verb, use context clues to define the word, and identify two related verbs. As a pair, students should be able to explain to the class what the original verb means and how the three verbs 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) ○ Display those words for students to use when they write. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Class Discussion: As a class, ask and answer questions about “Your World” so students can demonstrate understanding of key details. Display or project the lines of the poem that are referenced in the questions. Encourage students to ask questions by providing question stems or conversation starters²⁸ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for “Your World”: <ul style="list-style-type: none"> ○ Who is the speaker of this poem? How do you know? (RL.2.1, RL.2.6) ○ How does the speaker respond upon seeing the distant horizon? (RL.2.1, RL.2.3) ○ What does the following line mean: “Your world is as big as you make it”? (RL.2.1, RL.2.2, RL.2.7) ○ Identify the speaker’s message in “Your World.” (RL.2.2) • Student Practice: Divide the class into pairs. Have pairs compare and contrast the message with the lesson the wolf |

²⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁷ <http://www.teachingandtapas.com/2013/01/having-fun-with-shades-of-meaning.html>

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <p>learns in <i>The Best Place</i>. (SL.2.1a-c, SL.2.6) (If needed, reread portions of <i>The Best Place</i> aloud.)</p> <ul style="list-style-type: none"> ○ Ask students to consider the following questions as they compare the central messages of each text: <ul style="list-style-type: none"> ▪ Which character in <i>The Best Place</i> is most similar to the speaker of “Your World”? (RL.2.6) ▪ How are ideas in “Your World” and the lesson the wolf learns similar? (RL.2.2) ▪ How are ideas in “Your World” and the lesson the wolf learns different? (RL.2.2) ▪ Provide examples from the texts for all reasons given. (RL.2.1) ○ Ask students to record their comparisons in their reading log or journal. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Shared Writing: Engage students in daily writing and grammar instruction. Conduct a shared writing²⁹ task in which students write a letter to or from the wolf from or to the speaker of “Your World.” What advice might each character give to the other? (W.2.1, W.2.5, SL.2.1a, L.2.6) <ul style="list-style-type: none"> ○ Respond to the prompt using a “shared pen” technique (or “shared keyboard” technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) <ul style="list-style-type: none"> ▪ Practice grade-level grammar, usage, conventions, and spelling. For example, demonstrate how to use apostrophes to form possessives and contractions; use collective nouns, irregular plural nouns, and reflexive pronouns; and spell different words by generalizing patterns. (RF.2.3b, L.2.1a-d, L.2.2c-d) ▪ Demonstrate how to write and punctuate a letter, and write complete sentences expanding the letter by using adjectives and/or adverbs. (L.2.1e-f, L.2.2b) ▪ Model the use of a word display. Have students spell the words aloud as they are being written. (RF.2.3b, e; L.2.2d-e; L.2.6) ▪ Read the letter aloud and ask for suggestions from students to improve the response, revising it as necessary. (W.2.5; SL.2.1a, b, c) ○ When the writing is complete, point to the words and read the letter aloud simultaneously with the students. |

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

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| | <p>(RF.2.3a, c, d, f; RF.2.4a-b)</p> <ul style="list-style-type: none"> ○ Have students study the letter. Ask them 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) ● Independent Writing: Have students independently write their own letter to the other character not completed in shared writing. (W.2.1, W.2.8) <ul style="list-style-type: none"> ○ Have students adopt the point of view of either character and express their “opinion” as that character. (RL.2.1, RL.2.2, RL.2.3, RL.2.6) ○ Ensure that students supply reasons to support their “opinion,” use linking words, and provide a conclusion. ○ Place students into pairs and have them swap their letters. ○ Ask each partner to compare the writing against the model, checking for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a proofreading anchor chart³⁰ as necessary. (W.2.5, SL.2.1a, L.2.1a-f, L.2.2b-e, L.2.6) ● Note for Small-Group Writing: Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. |
| <p>LESSON 5:</p> <p>“The Cyclone,” “The Council with the Munchkins,” “How the Balloon Was Launched,” “Glinda the Good Witch Grants Dorothy’s Wish,” and “Home Again” from <i>The Wonderful Wizard of Oz</i>, L. Frank Baum</p> | <p>TEXT DESCRIPTION: This text, similar to <i>The Best Place</i> and “Your World,” describes Dorothy, who longs to explore the world outside of dreary Kansas; that is, until she is transported to another place and begins to understand the true meaning of home—a place where you belong.</p> <p>TEXT FOCUS: This text presents a plot similar to that of <i>The Best Place</i>. This is a complex text, which is best read aloud.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students work with vocabulary and participate in several class discussions. Students listen to and then read the text multiple times over the course of the lesson. In the end, students write a response about how the lesson Dorothy learns is similar to or different from the lessons learned by the wolf in <i>The Best Place</i>.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● First Reading: Read aloud the excerpts from <i>The Wonderful Wizard of Oz</i>. |

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

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| | <ul style="list-style-type: none"> • Word Work: Continue building a vocabulary display³¹ that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Divide the class into groups of two to four students. ○ Provide each group with specific sentences and/or paragraphs from the excerpts read aloud and a graphic organizer that has four columns: (1) Word, (2) What it modifies, (3) Definition, (4) Illustration. ○ Ask the groups to locate descriptive words (e.g., <i>rusty, mighty, great, small, merry, hard, sharp, very, loudly, furiously</i>) and write a word in each row of column one. ○ Have the groups identify what each word modifies or describes and fill in column two for each word. ○ Ask the groups to define the words using context clues and complete column three, then illustrate the phrases in column four. (RL.2.4, L.2.4a) ○ Have the groups review their chart and label the words as either adjective or adverb based on how each word functions in the sentence. (L.2.1e) ○ Ask each group to present their graphic organizers and discuss as a class the differences between adjectives and adverbs. (SL.2.6) ○ Reinforce the vocabulary for students to practice independently. For example, students could create an additional visual representation of one of the words and provide a complete sentence caption using the word. Display those words for students to use when they write. (SL.2.5, L.2.1e-f, L.2.6) ○ Display the words from <i>The Wonderful Wizard of Oz</i> for students to use when they write. • Second Reading: Read aloud the excerpts from <i>The Wonderful Wizard of Oz</i>. • Class Discussion: As a class, ask and answer questions about <i>The Wonderful Wizard of Oz</i> so students can demonstrate understanding of key details. Display or project the sections of the text that are referenced in the questions. Encourage students to ask questions by providing question stems or conversation starters³² and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for <i>The Wonderful Wizard of Oz</i>: <ul style="list-style-type: none"> ○ What events happen that remove Dorothy from Kansas? How does she end up back in Kansas? (RL.2.1, RL.2.2, |

³¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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

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| | <p>RL.2.5, RL.2.7)</p> <ul style="list-style-type: none"> ○ Why does Dorothy want to return to Kansas? (RL.2.1, RL.2.2, RL.2.3, RL.2.7) ○ What does Dorothy originally think of Oz? How do her feelings change by the end of the story? (RL.2.1, RL.2.3, RL.2.7) <ul style="list-style-type: none"> ● Third Reading: Provide students with a copy of “The Cyclone,” “Glinda the Good Witch Grants Dorothy’s Wish,” and “Home Again”. Read aloud “The Cyclone” as students follow along. Then read the last two excerpts aloud as students read chorally.³³ Allow proficient readers in the class to be the leaders while reading the text. ● Fourth Reading: Reread the text aloud as students follow along. Do not read aloud the dialogue; rather, have students read the dialogue aloud—either ask the class to acknowledge the different characters by reading in a different voice for each character, or assign different groups of students a different character to read aloud. (RL.2.6, RF.2.4b) ● Note for Small-Group Reading: Engage students who need additional help reading fluently with additional readings of the dialogue in <i>The Wonderful Wizard of Oz</i> before the text is read in class. (A rubric for assessing reading fluency is available here.³⁴) This will provide extra time for students to practice and receive additional support, which can help students be more prepared to participate in the whole-class read-along. Tasks such as Copy Cat!,³⁵ Chunk It Up,³⁶ Practice and Read,³⁷ and Fluent Phrasing³⁸ can help students practice reading the excerpts from <i>The Wizard of Oz</i> with accuracy and expression. (RF.2.4b) ● Word Work: Continue adding words to the House/Home Chart begun in Lesson 2. Ensure that students keep their own individual copy in a reading log or journal. <ul style="list-style-type: none"> ○ Ask students to add words or phrases from <i>The Wonderful Wizard of Oz</i> that describe Dorothy’s house and home. ○ Ask students, “Why does Dorothy say ‘I’m so glad to be at home again’ rather than ‘I’m so glad to be at the house again’? Which word would you use?” (L.2.4a, L.2.5a) ○ Add words and phrases to the chart that refine student understanding of each word. (L.2.6) |

³³ http://www.fcrr.org/studentactivities/F_023b.pdf

³⁴ http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

³⁵ http://www.fcrr.org/studentactivities/F_027b.pdf

³⁶ http://www.fcrr.org/studentactivities/F_013c.pdf

³⁷ http://www.fcrr.org/studentactivities/F_014c.pdf

³⁸ http://www.fcrr.org/studentactivities/F_012b.pdf

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| | <ul style="list-style-type: none"> • <u>Class Discussion</u>: As a class, ask and answer questions about <i>The Wonderful Wizard of Oz</i> so students can demonstrate understanding of key details. Display or project the sections of the text that are referenced in the questions. Encourage students to ask questions by providing question stems or conversation starters³⁹ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for <i>The Wonderful Wizard of Oz</i>: <ul style="list-style-type: none"> ○ What is a lesson that Dorothy learns? How does she learn this lesson? (RL.2.1, RL.2.2, RL.2.3, RL.2.7) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing</u>: Have students independently write a paragraph in response to the following question: How is the lesson that Dorothy learns similar to the lesson that the wolf learns in <i>The Best Place</i>? (W.2.1) <ul style="list-style-type: none"> ○ Ensure that students identify lessons in each text, state an opinion about how they are similar, provide reasons to support their opinion, use linking words, and provide a conclusion. ○ Place students into pairs and have them swap their writing. ○ Ask each partner to check for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a proofreading anchor chart⁴⁰ as necessary. (W.2.5; SL.2.1a; L.2.1a-b, d-f; L.2.2c-e) ○ Note for Small-Group Writing: Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. |
| <p>LESSON 6:</p> <p><i>Fly Away Home</i>, Eve Bunting</p> <p><i>The Best Place</i>, Susan Meddaugh</p> | <p>TEXT DESCRIPTION: This text explores the meaning of home from a completely different perspective. While the little boy and his dad are technically <i>homeless</i> and live in an airport, they are arguably able to build a home that is defined by the people, not the place. (Unit Focus #1 and #2)</p> <p>TEXT FOCUS: <i>Fly Away Home</i> is a grade-level text that contains layers of meaning. It requires reading and rereading to determine meaning.</p> |

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

⁴⁰ <https://www.pinterest.com/sweney/writing-anchor-charts/>

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| | <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read and summarize <i>Fly Away Home</i>. They engage in a class discussion and work with vocabulary. Lastly, students participate in shared and then independent writing comparing themes across texts.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Divide the class into groups. Have each group read the text. (RL.2.10) • Student Practice: Have each group recount the events in <i>Fly Away Home</i>. (RL.2.2) <ul style="list-style-type: none"> ○ Have a group begin the retelling, then move to the next group and have them pick up where the first group stopped. ○ Continue this until the full story has been recounted. ○ Have each group complete a Somebody-Wanted-But-So chart in their reading log or journal to summarize <i>Fly Away Home</i>. <table border="1" data-bbox="583 732 1894 1016"> <thead> <tr> <th data-bbox="583 732 844 781">Somebody</th> <th data-bbox="844 732 1106 781">Wanted</th> <th data-bbox="1106 732 1369 781">But</th> <th data-bbox="1369 732 1631 781">So</th> <th data-bbox="1631 732 1894 781">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 781 844 1016">A little boy and his dad</td> <td data-bbox="844 781 1106 1016">A home</td> <td data-bbox="1106 781 1369 1016">They lived in an airport and didn't have a house</td> <td data-bbox="1369 781 1631 1016">The dad tries to save money, and he and his son make do with what they have and hope for a house</td> <td data-bbox="1631 781 1894 1016"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Group Discussion: Have students ask and answer questions in groups about <i>Fly Away Home</i>. (SL.2.1a-c, SL.2.2) Sample questions for <i>Fly Away Home</i>: <ul style="list-style-type: none"> ○ Why do the dad and the little boy not want to be noticed? How do they try to stay unnoticed? (RL.2.1, RL.2.7) ○ Why is the bird important to the little boy? (RL.2.1, RL.2.3, RL.2.6, RL.2.7) ○ From whose point of view is this story told? How do you know what other characters are thinking or feeling? (RL.2.1, RL.2.6) | Somebody | Wanted | But | So | Then (optional) | A little boy and his dad | A home | They lived in an airport and didn't have a house | The dad tries to save money, and he and his son make do with what they have and hope for a house | |
| Somebody | Wanted | But | So | Then (optional) | | | | | | | |
| A little boy and his dad | A home | They lived in an airport and didn't have a house | The dad tries to save money, and he and his son make do with what they have and hope for a house | | | | | | | | |

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| | <ul style="list-style-type: none"> • <u>Second Reading</u>: Ask each group to reread the text. (RL.2.10, RF.2.4a, c) • <u>Word Work</u>: Continue building a vocabulary display⁴¹ that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Have students identify in context the past tense forms of irregular verbs (e.g., <i>caught/to catch, wore/to wear, flew/to fly</i>) in <i>Fly Away Home</i>. (L.2.1d) Discuss the various forms of these words, then add them to the display. ○ Ask students to identify the meaning of <i>careful</i> and <i>noticeable</i> based on their root words and discuss how they are used in a sentence (i.e., that they modify/describe nouns). (L.2.4a, c) ○ Continue to discuss the idea of “shades of meaning” with students. This began in Lesson 4. (L.2.5b) ○ Ask students to identify verbs and adjectives from the text (e.g., <i>bellowing, roar, glide, hollow, perched, delayed, stingy, slipped, dangerous</i>). ○ Have students select one word, use context clues to define the word, and identify two related words. (L.2.4a, c) ○ In a short written paragraph (two or three sentences), have students explain what the selected word means and describe how the three words relate. (L.2.5a-b) ○ Display these words for students to use when they write. • <u>Third Reading</u>: Ask students to reread the text independently within each group. (RL.2.10, RF.2.4a, c) • <u>Group Discussion</u>: Have students ask and answer questions in groups about <i>Fly Away Home</i>. Sample questions for <i>Fly Away Home</i>: <ul style="list-style-type: none"> ○ How do the dad and the little boy belong in the airport? (RL.2.1, RL.2.3, RL.2.7, L.2.1a) ○ What are some challenges that the dad and the little boy encounter? How do they respond? (RL.2.1, RL.2.3, RL.2.7) ○ Select one of the following quotations and explain what it means. (RL.2.1, RL.2.7) <ul style="list-style-type: none"> ▪ “Not to be noticed is to look like nobody at all.” ▪ “Everyone’s going somewhere except Dad and me. We stay.” ▪ ““Don’t stop trying,’ I told it silently. ‘Don’t! You can get out!’” ▪ “Nothing made me as happy as that bird.” |

⁴¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ “Then I remembered the bird. It took a while, but a door opened. And when the bird left, when it flew free, I know it was singing.” ○ What is the message of <i>Fly Away Home</i>? (RL.2.1, RL.2.2) • Word Work: Continue adding words to the House/Home Chart begun in Lesson 2. <ul style="list-style-type: none"> ○ Add the word <i>homeless</i> and any additional words or phrases students feel belong on the chart based on the text and/or their real-life connections to the words (e.g., a place you live [house], a place where you belong [home], find shelter [house], find comfort [home]). (L.2.4a, d; L.2.5a; L.2.6) ○ Have students review the words on the House/Home Chart. ○ Reflecting on all the texts read in the unit, ask students to categorize the words and phrases on the chart. Which words are places (nouns)? Which ones are descriptive (adjectives)? ○ Examine the trends among the words (e.g., <i>house</i> often refers to places while <i>home</i> refers to places and has more feeling) to refine student understanding of each word: What is a <i>house</i>? What is a <i>home</i>? How are these two words used differently, and how do they have different meanings? (L.2.1e; L.2.4a, d; L.2.5a; L.2.6) • Fourth Reading: Ask students to reread the text independently within each group. (RL.2.10, RF.2.4a, c) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Shared Writing: Conduct a shared writing⁴² exercise in which students compare and contrast the wolf in <i>The Best Place</i> to the dad and the little boy in <i>Fly Away Home</i>. What does each, want and how does each respond to challenges that get in the way? (W.2.2, W.2.5, W.2.7, SL.2.1a, L.2.6) <ul style="list-style-type: none"> ○ Begin the shared writing exercise by modeling brainstorming and prewriting. Create a graphic organizer to compare and contrast the characters and locate examples to use in the writing. (RL.2.1, RL.2.2, RL.2.3, RL.2.7) ○ Use information from the graphic organizer to compose the first part of a paragraph that compares the characters in each text. Use a “shared pen” technique (or “shared keyboard” technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) ○ Practice grade-level grammar, usage, conventions, and spelling. (RF.2.3b, L.2.1a-f, L.2.2c-d) ○ Model the use of a word display. Have students spell the words aloud as they are being written. (RF.2.3b, e; |

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| | <p style="text-align: center;">L.2.2d-e; L.2.6)</p> <ul style="list-style-type: none"> • Independent Writing: Have students independently complete the paragraph begun during shared writing. <ul style="list-style-type: none"> ○ Ask students to work with a peer to revise their writing, focusing on expanding complete sentences by using adjectives and/or adverbs. Have each partner check for proper grammar and usage, capitalization, punctuation, and spelling. Refer students to a proofreading anchor chart⁴³ as necessary. (W.2.5; SL.2.1a; L.2.1a-b, d-f; L.2.2c-e) ○ Note for Small-Group Writing: Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. • Class Discussion: Have students discuss in a Socratic seminar⁴⁴ their answers to the following question: Does the little boy have a home? Why or why not? (RL.2.1, RL.2.2, RL.2.7, SL.2.1a-c, SL.2.6, L.2.6) Encourage students to ask questions by providing question stems or conversation starters⁴⁵ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) |
| <p>LESSON 7:</p> <p>The Best Place, Susan Meddaugh</p> | <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p> |
| <p>LESSON 8:</p> <p>The Treasure, Uri Shulevitz or "Our New Old House," ReadWorks.org</p> | <p>TEXT DESCRIPTION: Either text is sufficiently complex for grade 2 students.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Assessment</p> |

⁴³ <https://www.pinterest.com/sweney/writing-anchor-charts/>

⁴⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁴⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| <p>LESSON 9:</p> <p><i>My House Has Stars</i>, Megan McDonald</p> <p>“Vietnam,” “Yemen,” “Brazil,” “Japan,” “Philippines,” and “United States” from <i>Children from Australia to Zimbabwe: A Photographic Journey around the World</i>, Maya Ajmera and Anna Rhesa Versola</p> <p>“Pueblos” from If You Lived Here: Houses of the World, Giles Laroche</p> | <p>TEXT DESCRIPTION: <i>My House Has Stars</i> highlights what is common among houses around the world. Even though the houses and people might look different, we share Earth in common. <i>Children from Australia to Zimbabwe</i> highlights the similarities and differences among the lives of children around the world.</p> <p>TEXT FOCUS: Both texts focus on what is considered a house or home around the world based on the different lives and cultures of the people who live there. These texts connect to the unit focus and help students further define the differences between a house and home. They serve as a good extension to the unit, as these texts ask students to think beyond their own houses, neighborhoods, and communities to see different perspectives of people all over the world.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to all texts being read aloud. They ask and answer questions about all texts, and then engage in the extension task.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud <i>My House Has Stars</i> by Megan McDonald. • Class Discussion: Ask students questions so they can demonstrate understanding of the key details of the text. Have students: <ul style="list-style-type: none"> ○ Identify the speaker in each entry and explain how they know who the speaker is (RL.2.1, RL.2.6) ○ Describe the information and details⁴⁶ the illustrations and the text provide about each child and house (RL.2.1, RL.2.7) ○ Explain the meaning of the title and repeated line, “My house has stars” (RL.2.1, RL.2.4) ○ Determine the message of the text (RL.2.1, RL.2.2, RL.2.4) ○ Review the House/Home Chart and consider whether it is possible for people to have different houses but similar homes • First Reading: Read aloud “Vietnam” and “Yemen” from <i>Children from Australia to Zimbabwe</i>. • Class Discussion: Ask students questions so they can demonstrate understanding of the key details of the text. Have students: <ul style="list-style-type: none"> ○ Determine the author’s main purpose for writing the text (RI.2.1, RI.2.6) |

⁴⁶ http://rwtverio.ncte.org/lesson_images/lesson306/stars-sample.pdf

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| | <ul style="list-style-type: none"> ○ Identify the information the images on each page provide and explain how the illustrations support the written information for each country (RI.2.1, RI.2.2, RI.2.7) ○ Provide a specific example from an illustration and explain how it contributes to the text (RI.2.1, RI.2.7) ○ Answer questions: What information in the excerpts is supported by information in <i>If You Lived Here</i>? What information in <i>Children from Australia to Zimbabwe</i> is new? (RI.2.1, RI.2.9) ○ Expand and/or rearrange complete simple and compound sentences from <i>My House Has Stars</i>, incorporating adjectives and adverbs (L.2.1e, f; L.2.6) ● Student Practice: Divide the class into groups. Assign each group a different excerpt from <i>My House Has Stars</i> that matches an excerpt from <i>Children from Australia to Zimbabwe</i> or <i>If You Lived Here</i> (Sergio = Brazil, Mariko = Japan, Carmen = the Philippines, Chili = “Pueblos,” Mattie = United States). (SL.2.1a) <ul style="list-style-type: none"> ○ Have students work in their group to compare and contrast the points presented in <i>My House Has Stars</i> with the matching text (similar to the model with “Vietnam” and “Yemen”), using text features to locate information. Provide prompting questions⁴⁷ as needed. (RL.2.1, RI.2.1, RI.2.3, RI.2.5, W.2.7, W.2.8) ○ Have each group present the information to the class. (SL.2.6) ○ While listening to the presentations, ask students in the audience to take notes and record insights gained about each country and its houses. As needed, support students in taking notes by providing them with a graphic organizer. (SL.2.2) ○ Discuss what is common among the various countries. (RI.2.9) ○ After each presentation, have the audience ask questions about the presentation to gather additional information and/or clarify or deepen their understanding of houses around the world. (SL.2.1b, c; SL.2.3) <p>SAMPLE SUMMATIVE TASK: Extension Task</p> |

⁴⁷ http://rwtverio.ncte.org/lesson_images/lesson306/stars-sample.pdf