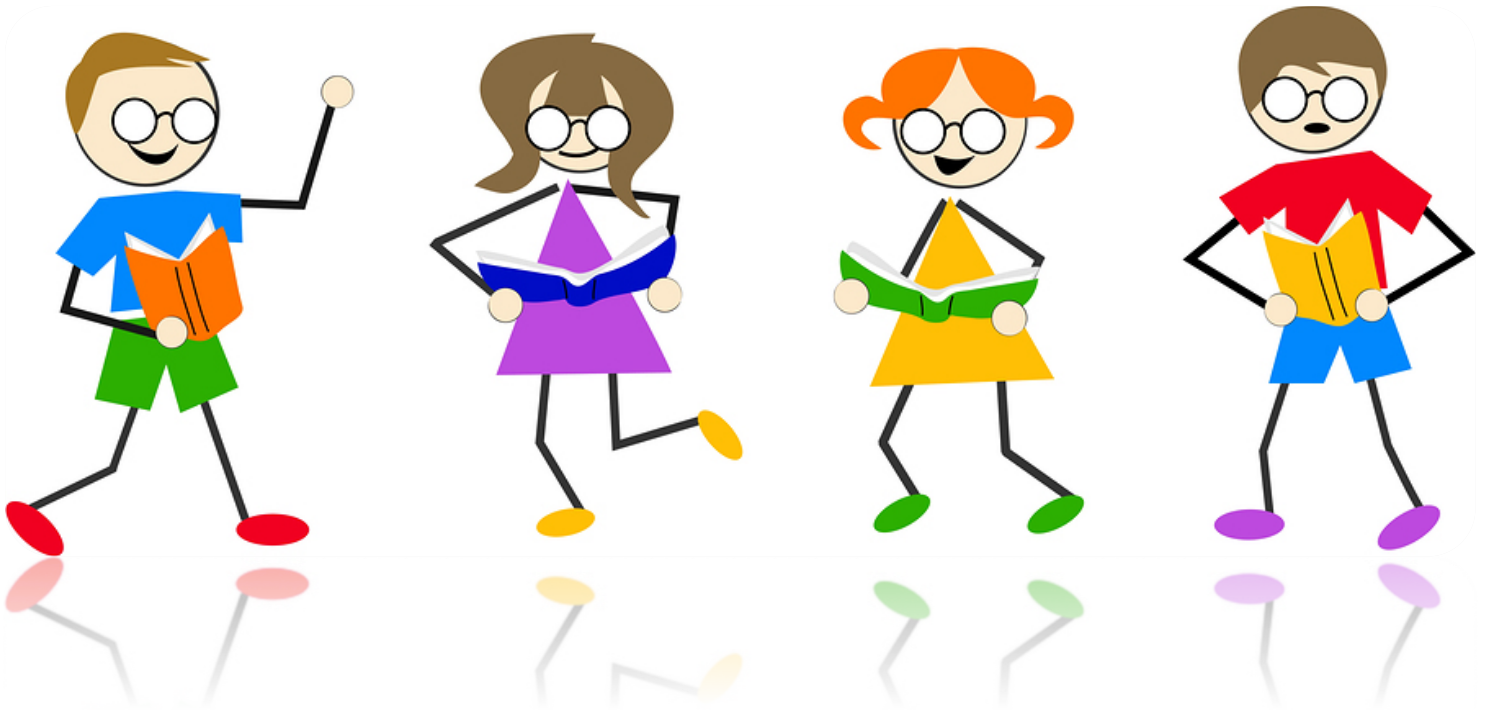


Core Reading Program Template



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EDRDG 400 01
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Grade 2

CORE READING PROGRAM FIVE-DAY PLAN

DAY 1

CORE TEXT-RELATED ACTIVITY

Story Title- “Thunder Cake” By: Patricia Polacco

Summary- This story is about a young girl who is afraid of thunderstorms when she visits her grandmother’s farm one summer. That is until her grandmother, her babushka, finds a way to take these fears away by making a tasty chocolately treat.

Theme – Overcoming your fears and spending time with family (knowing that they can help you overcome anything)

Common Core Standard – 2 Key Ideas and Details #1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Strategic Action Focus- Making Inferences

-**Beyond:** Infer characters’ intentions or feelings

-**About:** Talk about the connections between the illustrations and the text

Essential Elements – Comprehension

Objective – Readers think within the story so that they will understand the who, what, where, when, why, and how questions that may not be directly told in the story.

Description of the Lesson – See below

-**Before: (book introduction)** – Here I will be introducing the story and giving a brief explanation of what it is about. I will then form a discussion with my students with a series of questions about how they will be feeling about the story. I will then explain to them what we will be learning from this text in my teacher language.

-**Conversation: (questions I will be asking to engage the students in the story)**

-When you see the title of the story, what does it make you think?

-How do you feel when you hear the word thunder or hear it in nature?

-**Teaching Language: (what we will be learning from reading this text)**

-Today I am going to teach you have to think within the story so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the story.

-**During: (3 places connected with strategic actions)** – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the story.

-**Conversation: (questions I will be asking to engage the students in the story)**

-Page #1 (262) – What do you think Thunder Cake is?

- When and where does this story is taking place?

-Page #6 (267) – Why do you think that the girl is so afraid of thunderstorms?

-Page #18 (279) – What is the secret ingredient in the Thunder Cake?

-Teaching Language: (what we will be learning from reading this text)

-Page #1 (262) – I notice that there is many animals in the illustrations with Babushka. What does that mean about the setting of the story?

-Page #21 (282) – I wonder why the little girl got so brave.

-Page #28 (289) – I notice that the little girl is smiling. It seems that she has overcome many of her fears with the help her grandmother.

-After: (reinforce teaching points) – After the story I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the story. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-Without naming the little girl, how do we know so much about her from the story?

-What message was the author sending us with this story?

-How do you feel after reading the story?

-Teaching Language: (what we will be learning from reading this text)

-Today we read a story about a little girl who was afraid of thunderstorms and overcame this fear with the help of her grandmother. In this story the author made us thinking within the story to answer questions that we might have that are not directly answered in the story. You now know how to think within the story and make connections to answers that are not directly answered.

Assessment/Check for Understanding – I will be very observant while reading to my students. I will make sure that they are paying attention and make sure that I get answers to my questions and wonders throughout the story from a variety of students in order. I will be asking them the who, what, where, when, why and how questions throughout to ensure they understand what is happening within the text.

Reference -

Polacco, P. (1997). *Thunder cake*. (Reprint ed. ed., pp. 1-32). New York, New York : Penguin Group (USA) Incorporated.

WORD STUDY MINI LESSON

Group Type – Whole Group

Principle – Today we are going to be learning about words that end in –ed and –ing.

Explain the Principle – Learning about words that end in –ed and –ing are important in understand what happened in the past or happening in the present.

Common Core Standard – 2 Vocabulary Acquisition and Use #4 c.: Use a known root word as a clue to the meaning of the unknown word with the same root.

Essential Elements – Vocabulary, Phonics, Comprehension

Description of the Lesson –

-Opening: To begin we will find some examples of words in our read aloud text that have an ending of –ed or –ing. We will write these on the board.

-Focus of lesson: The focus of this lesson will be on separating the root word from the ending to understand the meaning. For example, if we have the word “baking”, we would find that the root word would be “bake”, meaning to cook something in the oven, and that the ending is “ing”, meaning that is occurring the present time.

Teach/Model – In teaching this concept of separating the root words from the word endings, I will have a list of familiar –ed and –ing words from our read aloud text on the board. I will then underline the root word of each word, and circle the ending. This will help students understand that they can tell a new meaning of the word by finding the root word. The root word is the meaning of the new word, but the –ed and –ing endings help tell what tense the word is in, past or present.

Apply - We will apply this lesson the following Word Study Station.

Assessment – My assessment for this lesson will be to walk around and overlook how the students are doing on their independent practice. I will then have the students come back together as a whole group and discuss the words that they have been given in finding their root word and meaning of the root word, the ending, and the new meaning with the root word and ending put together.

Reference – Found a similar idea of this lesson on Printerest.com, but made it my own and changed several elements. (Learning about root words and their meanings in important to know before trying to understand words with –ed and –ing endings.)

GUIDED READING

ABOVE LEVEL GROUP

Book Title: “Amber Brown Sees Red” By: Paula Danziger

Genre: Nonfiction

Level: N

Summary of the Story: This story is about a little girl going through a different time in her life as her mom and her mom’s boyfriend, Max, decide to get engaged to be married. She knows that her life is going to change, but that is when she gets a call from her dad saying that he is moving back to the United States and he wants her to come live with him. She is unsure what to do and hates when her parents fight when they talk on the phone. Amber is so angry she see red.

Theme or Author’s Message: Family may go through changes, but they will always be there.

Common Core Standard: 2 Key Ideas and Details #1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Teaching for Processing/Strategies/Strategic Action/Teaching Point: Making Inferences

-Beyond: Infer characters’ intentions or feelings

-About: Talk about the connections between the illustrations and the text

Prereading/Before: (book introduction) – Here I will be introducing the story and giving a brief explanation of what it is about. I will then form a discussion with my students with a series of questions about how they will be feeling about the story. I will then explain to them what we will be learning from this text in my teacher language.

-Conversation: (questions I will be asking to engage the students in the story)

-Why do you think Amber Brown sees red?

-Who is she talking on the phone with?

-Teaching Language: (what we will be learning from reading this text)

-Today I am going to teach you have to think within the story so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the story.

Reading the Text/During: (3 places connected with strategic actions) – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the story.

-Conversation: (questions I will be asking to engage the students in the story)

-Where here Amber Brown's father is from?

-Why did her parents get divorced?

-Is Amber mad that her mom is engaged to Max?

-Teaching Language: (what we will be learning from reading this text)

-I wonder how old Amber is.

-I notice that her father asked her to live with him after her mom got engaged. Does her dad not like Max?

-I wonder who Amber will live with.

Responding/Discussing the Meaning/After: (reinforce teaching points) – After the story I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the story. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-Who helps you make important decisions?

-Have you ever had to decide what to do about something important?

-Teaching Language: (what we will be learning from reading this text)

-Today we read a story about a little girl who was faced with a tough decision when her mom gets engaged to a man that is not her dad. In this story the author made us thinking within the story to answer questions that we might have that are not directly answered in the story. You now know how to think within the story and make connections to answers that are not directly answered.

Exploring/Teaching for Processing Strategies: Students will be reading this book on their own and thinking about the questions listed in the lesson above to practice inferring skills a little more. This is the same format as our read aloud was earlier in the day.

Word Work: word endings of –ed and –ing words

Reference:

Brassington, Gretchen. *The Treasure of Clipper Point*. Carlsbad, California: Dominie Press, Inc., 2003. Print.

ON LEVEL GROUP

Book Title: “The Treasure of Clipper Point” By: Grethcen Brassington

Genre: Nonfiction

Level: M

Summary of the Story: This story is about two brothers that go on vacation with their parents to a beach house. Each year they go to the same beach house and they always have the same rule to not go up to Clipper Point due to it being too dangerous. But, this particular year, the brothers decide to go up there against the rules. That is when their dog decides to cause a little trouble on Clipper Point and the boys have to rescue their dog from the cliff and one brother then gets stuck on the cliff too.

Theme or Author’s Message: Your family is the one group of people you get into trouble with, especially siblings, and can count on getting you out of trouble.

Common Core Standard: 2 Key Ideas and Details #1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Teaching for Processing/Strategies/Strategic Action/Teaching Point: Making Inferences

-**Beyond:** Infer characters’ intentions or feelings

-**About:** Talk about the connections between the illustrations and the text

Prereading/Before: (book introduction) – Here I will be introducing the story and giving a brief explanation of what it is about. I will then form a discussion with my students with a series of questions about how they will be feeling about the story. I will then explain to them what we will be learning from this text in my teacher language.

-**Conversation: (questions I will be asking to engage the students in the story)**

-What do you think the treasure is at Clipper Point?

-Who do you go on adventures with?

-**Teaching Language: (what we will be learning from reading this text)**

-Today I am going to teach you have to think within the story so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the story.

Reading the Text/During: (3 places connected with strategic actions) – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the story.

-**Conversation: (questions I will be asking to engage the students in the story)**

-Page #6 – Where do you think the boys will go explore?

-Page #11 – What do you think Sam is going to do since Pippi jumped away from him?

-Page #16 – Did Sam really disappear? Where did he go?

-**Teaching Language: (what we will be learning from reading this text)**

-Page #8 – I wonder if the boys were scared or nervous about going to Clipper Point.

-Page #8 – I wonder if they think they will get into trouble.

-Page #12 – I wonder if Josh will be able to save Sam and Pippi.

Responding/Discussing the Meaning/After: (reinforce teaching points) – After the story I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the story. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-What do you think made the boys want to go explore so early in the morning?

-Where were mom and dad through all the commotion?

-How do you feel about adventure after this story?

-Teaching Language: (what we will be learning from reading this text)

-Today we read a story about two brothers who went exploring and got into some dangerous trouble. In this story the author made us thinking within the story to answer questions that we might have that are not directly answered in the story. You now know how to think within the story and make connections to answers that are not directly answered.

Exploring/Teaching for Processing Strategies: Students will be reading this book on their own and thinking about the questions listed in the lesson above to practice inferring skills a little more. This is the same format as our read aloud was earlier in the day.

Word Work: word endings of –ed and –ing words

Reference:

Danziger, Paula. *Amber Brown Sees Red*. New York, New York: Puffin Inc., 2009. Print.

BELOW LEVEL GROUP

Book Title: “Amazing Grace” By: Mary Hoffman

Genre: Nonfiction

Level: J

Summary of the Story: This story is about a little girl that wants to play Peter in her school play of “Peter Pan”. With the help and support of her family, Grace learns that she can do this and anything else that she wants to do or be in her life. This is amazing.

Theme or Author’s Message: Family can help you see the important things in life.

Common Core Standard: 2 Key Ideas and Details #1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Teaching for Processing/Strategies/Strategic Action/Teaching Point: Making Inferences

-Beyond: Infer characters’ intentions or feelings

-About: Talk about the connections between the illustrations and the text

Prereading/Before: (book introduction) – Here I will be introducing the story and giving a brief explanation of what it is about. I will then form a discussion with my students with a series of questions about how they

will be feeling about the story. I will then explain to them what we will be learning from this text in my teacher language.

-Conversation: (questions I will be asking to engage the students in the story)

-What will this story be about?

-Who is Grace?

-Why is Grace Amazing?

-Teaching Language: (what we will be learning from reading this text)

-Today I am going to teach you have to think within the story so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the story.

Reading the Text/During: (3 places connected with strategic actions) – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the story.

-Conversation: (questions I will be asking to engage the students in the story)

-Why does Grace want to play a boy role in the play?

-How will Grace accomplish her goal?

-Teaching Language: (what we will be learning from reading this text)

-I wonder what the school will think about Grace playing Peter.

-I wonder if Grace will accomplish her goal.

Responding/Discussing the Meaning/After: (reinforce teaching points) – After the story I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the story. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-How did this story make you feel?

-What is a goal you want to accomplish?

-How will you accomplish your goal?

-Teaching Language: (what we will be learning from reading this text)

-Today we read a little girl that set a goal and did everything she could, with the help of her family, to accomplish this goal. In this story the author made us thinking within the story to answer questions that we might have that are not directly answered in the story. You now know how to think within the story and make connections to answers that are not directly answered.

Exploring/Teaching for Processing Strategies: Students will be reading this book on their own and thinking about the questions listed in the lesson above to practice inferring skills a little more. This is the same format as our read aloud was earlier in the day.

Word Work: word endings of –ed and –ing words

Reference:

Hoffman, Mary. *Amazing Grace*. New York, New York: Penguin Group USA, 1991. Print.

LITERACY STATIONS¹

¹ See Appendix for further support

Station 1		Independent Reading
Connected to the CRP Yes No	No	
Literature	Students will be able to choose independent reading books on their own the from the classroom library of books and leveled texts or from the school library.	
Grouping	Students will be reading their own book alone.	
Objectives	Students will read on their own to learn how to understand how to comprehend text and build vocabulary.	
CCSS	2 Range of Reading and Level of Text Complexity #10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Essential Elements	Comprehension, Vocabulary	
Assessment	I will assess my students on their independing reading by having them keep a journal book to write a response to their readings after each time they read. This will help me understand if they understand what is going on in the book and are actually reading. I will also occasionally assign a book report/response assignment so they can answer some direct prompt questions aboutt the book they chose to read.	
Reference	I got this idea from another teacher who teaches second grade.	
Description	Independent reading will take place to allow students read a book they have selected.	

Station 2		Word Study
Connected to the CRP Yes No	Yes. This lesson was focused on a common word study topic mentioned from my Basal in learning about –ed and –ing words.	
Literature	We will be using our read aloud literature to find the words with –ed and –ing endings to use to learn about today’s topic.	
Grouping	We will begin as a whole group and then break up into partners to practice.	
Objectives	Students will learn how to change the meaning of a root word when an ending, such as –ed and –ing is added.	
CCSS	This standard is shared in the actual lesson plan.	
Essential Elements	The essential elements for this lesson are listed in the actual lesson.	
Descrition	This lesson will begin as a whole group instruction in learning about the topic, then we	

	will break up into partners to practice the concept on our own. Each group of students will be given three words from the story that end in –ed and/or –ing. They will then have to find the root word and the ending. They will then share their findings with the class.
Assessment	I will assess my students of this activity by observing them as they work in pairs and then as they share the information they find with the class about their words. This will show me if they are grasping the concept or not.
Reference	The reference is given in the actual lesson.

Station 3		Fluency
Connected to the CRP Yes No	No	
Literature	Readers Theater pieces found that relate to the second grade interest level. These can be found in the library and on the internet. (They will get to choose from the selection I have created for this class station)	
Grouping	Partner Work	
Objectives	Students will work on fluency with a partner by practicing reading play parts aloud to teach other.	
CCSS	2 Craft and Structure #6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Essential Elements	Fluency, Comprehension, Vocabulary	
Assessment	I will assess my students during readers theater times by observing their partner work and reading aloud skills. I will be able to tell if my student is improving or staying the same on fluency development.	
Reference	I gathered this idea from my EDRDG 400 Class at Ball State University.	
Description	I will allow my students to work with a partner, that I choose, to read aloud a readers theater play to each other. The students will be able to act out the characters in different voices and have fun by working on fluency skills and improving reading aloud skills. The students will also be practicing vocabulary and comprehension skills.	

Station 4		Reading Response
Connected to the CRP Yes No	No	

Literature	The independent reading book that each student has chose to read on their own.
Grouping	Independent
Objectives	Students will learn to comprehend the story and be able to write a passage about the story and how they felt about the story in the end. (what they initially thought, how things were different, who the main characters were and why this was important, etc.)
CCSS	2 Key Ideas and Details #3: Describe how characters in a story respond to major events and challenges.
Essential Elements	Comprehension, Vocabulary, Writing, Phonics
Assessment	I will assess my students in this reading response activity by collecting their responses and reading them.
Reference	I thought of this idea on my own.
Description	My students will finish reading their independent reading book and then write a short response, or draw a response to the story based on a variety of prompts I have allowed them to choose from focusing on different parts of the story. The students will then turn their writing into me so I can take a look at how they answered the prompt, how they comprehended the story, how their writing skills are doing, and what phonics topics they have included and understand.

CLOSURE ACTIVITY

To close the day, we will review what we have done in our stations and what we have read in class as a read aloud, a reader's theater, and/or independent reading. I will end the discussion by asking the students how they felt about their activities, what they have learned that is new, and any other questions they may have in regarding what they have learned or did not understand. I will then explain what they next day has in store.

DAY 2

CORE TEXT-RELATED ACTIVITY

Story Title- "Worlds I Know" By: Myra Cohn Livingston (Poem)

Summary- This poem is about a mother giving meaning to the world for a child. A mother, or any parent or guardian, is the best mentor in learning about the world and feeling safe in this world.

Theme – We learn about the world from our family and our parents. It is up to learning from those who are mentors of ours on how to live and learn about our life and living.

Common Core Standard – 2 Key Ideas and Details #1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Strategic Action Focus- Making Inferences

-Beyond: Infer characters' intentions or feelings

-About: Talk about the connections between the illustrations and the text

Essential Elements – Comprehension

Objective – Readers think within the poem so that they will understand the who, what, where, when, why, and how questions that may not be directly told in the poem.

Description of the Lesson – See below

-Before: (book introduction) – Here I will be introducing the poem and giving a brief explanation of what it is about. I will then form a discussion with my students with a series of questions about how they feel about the poem before we begin. I will then explain to them what we will be learning from this text in my teacher language.

-Conversation: (questions I will be asking to engage the students in the story)

-What do you think of when you hear the title “Worlds I Know”?

-How did you learn about the world or come to understand the worlds that you know?

-Teaching Language: (what we will be learning from reading this text)

-Today I am going to teach you have to think within a poem so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the poem text.

-During: (3 places connected with strategic actions) – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the poem and paying attention.

-Conversation: (questions I will be asking to engage the students in the story)

-Paragraph #3 – What worlds do you think the child is referring to that mother is giving words to?

-Paragraph #3 – What stories do you think mother reads to her child, based on the clues?

-Teaching Language: (what we will be learning from reading this text)

-Paragraph #1 – I notice that the child is only reading the pictures of the stories that she reads on her own. Do you think she can read?

-Paragraph #1 - Can you think of a time that you read only pictures?

-What were some of your favorite stories to have read to you?

-After: (reinforce teaching points) – After the story I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the story. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-How do we know that the little girl in the poem may not be able to read?

-How old do we think the little girl may be?

-Who is helping her learn about the worlds that she knows?

-Teaching Language: (what we will be learning from reading this text)

-Today we read a poem about a little girl who learns about the worlds around her, that she knows in life and in stories with the help and words of her mother. In this poem, the author made us think within the poem to answer questions that we might have that are not directly answered in the poem. You now know how to think within the story and make connections to answers that are not directly answered and realize how important our family is to help us in the world.

Assessment/Check for Understanding – I will be very observant while reading to my students. I will make sure that they are paying attention and make sure that I get answers to my questions and wonders throughout the story from a variety of students in order. I will be asking them the who, what, where, when, why and how questions throughout to ensure they understand what is happening within the text in relation to the theme.

Reference -

Livingston, M. C. (1988). *Worlds i know* . New York, New York: G.P. Putnam's Sons New York.

WORD STUDY MINI LESSON

Group Type – Whole Group

Principle – Today we are going to be learning about words that end in –ed and –ing.

Explain the Principle – Learning about words that end in –ed and –ing are important in understand what happened in the past or happening in the present.

Common Core Standard – 2 Vocabulary Acquisition and Use #4 c.: Use a known root word as a clue to the meaning of the unknown word with the same root.

Essential Elements – Vocabulary, Phonics, Comprehension

Description of the Lesson –

-Opening: To begin we will find some examples of words in our read aloud text that have an ending of –ed or –ing. We will write these on the board.

-Focus of lesson: The focus of this lesson will be to review the meanings of many of the –ed and –ing words in the story and telling what tense they represent.

Teach/Model – This lesson will be review of understanding the meaning of a word with and –ed and –ing ending and how to tell what tense of time the story is discussing with the use of these words. We will begin by finding words from the read aloud and then use them in the context of the text to identify the word meaning and the tense.

Apply - We will apply this lesson the following Word Study Station.

Assessment – My assessment for this lesson will be to walk around and overlook how the students are doing on their independent practice. I will then have the students come back together as a whole group and discuss the sections of the story they have been given, what tense the section is, and how they know from the –ed and –ing words.

Reference – Found a similar idea of this lesson on Printerest.com, but made it my own and changed several elements. (Learning about root words and their meanings in important to know before trying to understand words with –ed and –ing endings.)

GUIDED READING²

² For Days 2-5 only give annotation, summary, and theme for each of the levels each day

ABOVE LEVEL GROUP

Book Title: “Bandit” By: Ellen Miles

Level: N

Summary of the Story: This story is a fictional story about a puppy that is sick and needs a heart operation. In the story, the puppy’s owners cannot afford to get the operation for their dog, so they put him outside with a note saying that he needs help. That is when a little girl came along and cared enough about the puppy to raise the money needed to help the puppy get the operation. At this point the little girl was attached to the puppy and he became a new part of her family.

Theme or Author’s Message: This story expresses the importance of helping others and that pets can be just as much our family as a brother or sister may be.

ON LEVEL GROUP

Book Title: “Polar Bears Past Bedtime” By: Mary Pope Osborne

Level: M

Summary of the Story: This is a magical story about a brother and sister who travel to the freezing Arctic to solve a riddle. This is not an easy task, but siblings can do it together and solve the riddle.

Theme or Author’s Message: The author emphasizes that imagination is important and dreams. Family is a great example of who can help you live out your dreams and imagination thoughts.

BELOW LEVEL GROUP

Book Title: “Class President” By: Louis Sachar

Level: L

Summary of the Story: This story is about a special clothing day at an elementary school called “hole day”. This is a day that the students wear cruddy clothing and look “holey”. That is when the President of the United States decides to take a visit to this school near the Washington DC area. That is when this class, looking the least bit professional, spends the day asking the President humorous questions.

Theme or Author’s Message: This book really defines that no matter how you look, that does not change who you are or how others should feel about you.

LITERACY STATIONS³

Station 1		Independent Reading
Connected to the CRP Yes No	No	
Literature	Students will be able to choose independent reading books on their own the from the classroom library of books and leveled texts or from the school library.	
Grouping	Students will be reading their own book alone.	
Objectives	Students will read on their own to learn how to understand how to comprehend text and build vocabulary.	
CCSS	2 Range of Reading and Level of Text Complexity #10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Essential Elements	Comprehension, Vocabulary	
Assessment	I will assess my students on their independing reading by having them keep a journal book to write a response to their readings after each time they read. This will help me understand if they understand what is going on in the book and are actually reading. I will also occasionally assign a book report/response assignment so they can answer some direct prompt questions aboutt the book they chose to read.	
Reference	I got this idea from another teacher who teaches second grade.	
Description	Independent reading will take place to allow students read a book they have selected.	

Station 2		Word Study
Connected to the CRP Yes No	Yes. This lesson was focused on a common word study topic mentioned from my Basal in learning about –ed and –ing words.	
Literature	We will be using our read aloud literature to find the words with –ed and –ing endings to use to learn about today’s topic.	
Grouping	We will begin as a whole group and then break up into partners to practice.	
Objectives	Students will learn how to understand the meaning of the word from the root word and the ending of the word.	
CCSS	This standard is shared in the actual lesson plan.	

³ See Appendix for further support

Essential Elements	The essential elements for this lesson are listed in the actual lesson.
Description	This lesson will begin as a whole group instruction in learning about the topic, then we will break up into partners to practice the concept on our own. Each group of students will be given two sections from the story that contain words ending in -ed and/or -ing. They will then have to find the root word and the ending. They will then share their findings with the class.
Assessment	I will assess my students of this activity by observing them as they work in pairs and then as they share the information they find with the class about their words. This will show me if they are grasping the concept or not.
Reference	The reference is given in the actual lesson.

Station 3		Fluency
Connected to the CRP Yes No	No	
Literature	Readers Theater pieces found that relate to the second grade interest level. These can be found in the library and on the internet. (They will get to choose from the selection I have created for this class station)	
Grouping	Partner Work	
Objectives	Students will work on fluency with a partner by practicing reading play parts aloud to teach other.	
CCSS	2 Craft and Structure #6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Essential Elements	Fluency, Comprehension, Vocabulary	
Assessment	I will assess my students during readers theater times by observing their partner work and reading aloud skills. I will be able to tell if my student is improving or staying the same on fluency development.	
Reference	I gathered this idea from my EDRDG 400 Class at Ball State University.	
Description	I will allow my students to work with a partner, that I choose, to read aloud a readers theater play to each other. The students will be able to act out the characters in different voices and have fun by working on fluency skills and improving reading aloud skills. The students will also be practicing vocabulary and comprehension skills.	

Station 4	Reading Response
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Connected to the CRP Yes No	No
Literature	The independent reading book that each student has chose to read on their own.
Grouping	Independent
Objectives	Students will learn to comprehend the story and be able to write a passage about the story and how they felt about the story in the end. (what they initially thought, how things were different, who the main characters were and why this was important, etc.)
CCSS	2 Key Ideas and Details #3: Describe how characters in a story respond to major events and challenges.
Essential Elements	Comprehension, Vocabulary, Writing, Phonics
Assessment	I will assess my students in this reading response activity by collecting their responses and reading them.
Reference	I thought of this idea on my own.
Description	My students will finish reading their independent reading book and then write a short response, or draw a response to the story based on a variety of prompts I have allowed them to choose from focusing on different parts of the story. The students will then turn their writing into me so I can take a look at how they answered the prompt, how they comprehended the story, how their writing skills are doing, and what phonics topics they have included and understand.

CLOSURE ACTIVITY

To close the day, we will review what we have done in our stations and what we have read in class as a read aloud, a reader's theater, and/or independent reading. I will end the discussion by asking the students how they felt about their activities, what they have learned that is new, and any other questions they may have in regarding what they have learned or did not understand. I will then explain what they next day has in store.

DAY 3

CORE TEXT-RELATED ACTIVITY⁴

Story Title- "Animal Families" By: DK Publishing – written by Lorrie Mack (Nonfictional book)

⁴ This could be a rereading to reinforce, a new story, or poem

Summary- This book is a nonfictional book about the different animal families and how animals, like us, depend on their mom and dad to teach them about the world and how to live. This book includes information about many different animals and many different animal acts in a family setting.

Theme – All animals need their parents and family to teach them how to live in this world, just like we do. Family is important.

Common Core Standard – 2 Key Ideas and Details #1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Strategic Action Focus- Making Inferences

-Beyond: Infer characters' intentions or feelings

-About: Talk about the connections between the illustrations and the text (photographs and the text)

Essential Elements – Comprehension

Objective – Readers think within the text so that they will understand the who, what, where, when, why, and how questions that may not be directly told in the text about the animals and their learning.

Description of the Lesson – See below

-Before: (book introduction) – Here I will be introducing the text and giving a brief explanation of what it is about and how the animals relate to us. I will then form a discussion with my students with a series of questions about how they may feel the animals are similar to us and how their families may be similar to our families. I will then explain to them what we will be learning from this text in my teacher language. I will also explain to my students that we will only be reading certain parts of this book to gather information about the animals and their families (due to the length of the text and the sake of time). I will explain to the students what sections of this story we will be focusing on.

-Conversation: (questions I will be asking to engage the students in the story)

-When we think about animal families, how do we think their families may be similar to our own families?

-What do you think of when you think about animals having and learning from their families?

-Teaching Language: (what we will be learning from reading this text)

-Today I am going to teach you have to think within the text so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the text about the animals and how their families relate to our own families.

-During: (3 places connected with strategic actions) – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the text. *NOTE: areas of the book that we will be focusing on in class include the following: “Animal Families” - pages 6-7, “Home, Sweet Home” – pages 18-19, “Rise and Shine” – pages 20-21, “Mommy and Me” – pages 38-39, “Proud Parents” – pages 52-53, “I Need a Hug” – pages 54-55, and “Staying Safe” – pages 56-57.

-Conversation: (questions I will be asking to engage the students in the story)

-Page #6 – Who do you think is the rooster's wife? Why do you think this?

-Page #20 – Do you have a hard time waking up in the morning and leaving your family at home to start your day? Why is that?

-Page #57 – Why do the polar bear parents try to protect their children? Who might they be protecting them from? What do your parents protect you from?

-Teaching Language: (what we will be learning from reading this text)

-Page #18 – I notice that many animals build their own houses, as do we. What animal home is your favorite other than your own home?

-Page #39 – I notice that the baby animals stay close to their parents. I wonder why our parents/caregivers make us feel so safe.

-Page #52 – Can you think of a time that your parents were proud of you as the lions were proud of their cubs?

-After: (reinforce teaching points) – After the readings I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the text in relation to their own life experiences. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-How do we know about animal families in the world, other than our own human families?

-Who studies these animals and their family lives?

-What type of homes do different animals create for their babies, as our parents create a home for us?

-Teaching Language: (what we will be learning from reading this text)

-Today we read portions of a book about different animal families in the world. We learned about the families of different birds, lions, and bears. As we saw in the book, our families are important to help us learn how to live, build homes for us to live in, and keep us safe. We also practiced how to look within the story more and discover the who, what, where, when, why, and how questions that were not directly answered by the information in the text.

Assessment/Check for Understanding – I will be very observant while reading to my students. I will make sure that they are paying attention and make sure that I get answers to my questions and wonders throughout the story from a variety of students in order. I will be asking them the who, what, where, when, why and how questions throughout to ensure they understand what is happening within the text. I will also make sure that a good variety of my students are participating in the book discussion in practicing our objective and concept of inferring.

Reference -

Mack, L. (2008). *Animal families*. (pp. 4-64). New York, New York: DK Publishing.

WORD STUDY MINI LESSON

Group Type – Whole Group

Principle – Today we are going to be learning about words that end in –ed and –ing.

Explain the Principle – Learning about words that end in –ed and –ing are important in understand what happened in the past or happening in the present.

Common Core Standard – 2 Vocabulary Acquisition and Use #4 c.: Use a known root word as a clue to the meaning of the unknown word with the same root.

Essential Elements – Vocabulary, Phonics, Comprehension

Description of the Lesson –

-Opening: To begin we will find some examples of words in our read aloud text that have an ending of –ed or –ing. We will write these on the board.

-Focus of lesson: The focus of this lesson will be on writing the words ending in –ed and –ing in a sentence based on the tense given.

Teach/Model – In teaching this concept of separating the root words from the word endings, I will have a list of familiar –ed and –ing words from our read aloud text on the board. We will then come up with sentences together that we can use the words in based on the time tense I suggest.

Apply - We will apply this lesson the following Word Study Station.

Assessment – My assessment for this lesson will be to walk around and overlook how the students are doing on their independent practice. I will then have the students come back together as a whole group and give one example of the sentences that they wrote with the –ed and –ing words from the story.

Reference – Found a similar idea of this lesson on Printerest.com, but made it my own and changed several elements. (Learning about root words and their meanings is important to know before trying to understand words with –ed and –ing endings.)

GUIDED READING⁵

ABOVE LEVEL GROUP

Book Title: “Penguins” By: Penelope Arlon

Level: N

Summary of the Story: This nonfictional book discusses over seventeen types of penguins and how they eat, sleep, talk, walk, and swim all with the help of their families. This book is filled with true stories about how penguin parents look after their babies and help them grow into successful adult penguins.

Theme or Author’s Message: The author is choosing to inform students about the species of penguins and how they live with the help of their family. This is a great book to explain that family is important in all species of the world.

ON LEVEL GROUP

Book Title: “Thank You, Mr. Falker” By: Patricia Polacco

Level: M

Summary of the Story: This book is an autobiographical story of Patricia Polacco in the form of a story with different names. Patricia Polacco grew up being bullied due to her dyslexia. In this story, a little girl named Trisha faces these same problems as she feels learning to reading is hard when letters and numbers get mixed

⁵ For Days 2-5 only give annotation, summary, and theme for each of the levels each day

up. Finally, in fifth grade, Trisha has a teacher who cares about her and leads her in the direction that makes reading magical regardless of her reading disability.

Theme or Author’s Message: The right people in our lives can make the biggest difference with us. Our family, teachers, friends, etc. are all examples of people who can make us the adults we are going to be in life.

BELOW LEVEL GROUP

Book Title: “Splash!: A Book About Whales and Dolphins” By: Gilda Berger

Level: K

Summary of the Story: This is a nonfictional book about the different types of whales and dolphins. This Book gives great facts about them, how they live, their families, etc.

Theme or Author’s Message: This book teaches us that animals must learn to live and survive in similar ways that we do as humans, with the help of our family.

LITERACY STATIONS⁶

Station 1		Independent Reading
Connected to the CRP Yes No	No	
Literature	Students will be able to choose independent reading books on their own the from the classroom library of books and leveled texts or from the school library.	
Grouping	Students will be reading their own book alone.	
Objectives	Students will read on their own to learn how to understand how to comprehend text and build vocabulary.	
CCSS	2 Range of Reading and Level of Text Complexity #10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Essential Elements	Comprehension, Vocabulary	

⁶ See Appendix for further support

Assessment	I will assess my students on their independent reading by having them keep a journal book to write a response to their readings after each time they read. This will help me understand if they understand what is going on in the book and are actually reading. I will also occasionally assign a book report/response assignment so they can answer some direct prompt questions about the book they chose to read.
Reference	I got this idea from another teacher who teaches second grade.
Description	Independent reading will take place to allow students read a book they have selected.

Station 2 Word Study	
Connected to the CRP Yes No	Yes. This lesson was focused on a common word study topic mentioned from my Basal in learning about -ed and -ing words.
Literature	We will be using our read aloud literature to find the words with -ed and -ing endings to use to learn about today's topic.
Grouping	We will begin as a whole group and then break up into partners to practice.
Objectives	Students will learn how to put words that end in -ed and -ing into sentences.
CCSS	This standard is shared in the actual lesson plan.
Essential Elements	The essential elements for this lesson are listed in the actual lesson.
Description	This lesson will begin as a whole group instruction in learning about the topic, then we will break up into partners to practice the concept on our own. Each group of students will be given two words ending in -ed or -ing and will be asked to write a sentence using the word. We will then come back together as a group and share our sentences.
Assessment	I will assess my students of this activity by observing them as they work in pairs and then as they share the information they find with the class about their words. This will show me if they are grasping the concept or not.
Reference	The reference is given in the actual lesson.

Station 3 Fluency	
Connected to the CRP Yes No	No
Literature	Readers Theater pieces found that relate to the second grade interest level. These can be found in the library and on the internet. (They will get to choose from the selection I have created for this class station)
Grouping	Partner Work

Objectives	Students will work on fluency with a partner by practicing reading play parts aloud to teach other.
CCSS	2 Craft and Structure #6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Essential Elements	Fluency, Comprehension, Vocabulary
Assessment	I will assess my students during readers theater times by observing their partner work and reading aloud skills. I will be able to tell if my student is improving or staying the same on fluency development.
Reference	I gathered this idea from my EDRDG 400 Class at Ball State University.
Description	I will allow my students to work with a partner, that I choose, to read aloud a readers theater play to each other. The students will be able to act out the characters in different voices and have fun by working on fluency skills and improving reading aloud skills. The students will also be practicing vocabulary and comprehension skills.

Station 4 Reading Response	
Connected to the CRP Yes No	No
Literature	The independent reading book that each student has chose to read on their own.
Grouping	Independent
Objectives	Students will learn to comprehend the story and be able to write a passage about the story and how they felt about this story in the end. (what they initially thought, how things were different, who the main characters were and why this was important, etc.)
CCSS	2 Key Ideas and Details #3: Describe how characters in a story respond to major events and challenges.
Essential Elements	Comprehension, Vocabulary, Writing, Phonics
Assessment	I will assess my students in this reading response activity by collecting their responses and reading them.
Reference	I thought of this idea on my own.
Description	My students will finish reading their independent reading book and then write a short response, or draw a response to the story based on a variety of prompts I have allowed them to choose from focusing on different parts of the story. The students will then turn their writing into me so I can take a look at how they answered the prompt, how they comprehended the story, how their writing skills are doing, and what phonics topics they have included and understand.

CLOSURE ACTIVITY

To close the day, we will review what we have done in our stations and what we have read in class as a read aloud, a reader's theater, and/or independent reading. I will end the discussion by asking the students how they felt about their activities, what they have learned that is new, and any other questions they may have in regarding what they have learned or did not understand. I will then explain what they next day has in store.

DAY 4

CORE TEXT-RELATED ACTIVITY⁷

Story Title- "The Berenstain Bears: Get the Grouchies" By: Stan and Jan Berenstain

Summary- This story is about a family that wakes up one day with a bad case of being grouchy. Everyone is on edge and ready to snap at any moment. Talk about a bad day. That is, until mom finds the cure to the grouchiness in a smile and makes the day all better again.

Theme – Getting through a rough time or a rough day, a bad mood, with the help of family

Common Core Standard – 2 Key Ideas and Details #1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Strategic Action Focus- Making Inferences

-**Beyond:** Infer characters' intentions or feelings

-**About:** Talk about the connections between the illustrations and the text

Essential Elements – Comprehension

Objective – Readers think within the story so that they will understand the who, what, where, when, why, and how questions that may not be directly told in the story.

Description of the Lesson – See below

-**Before: (book introduction)** – Here I will be introducing the story and giving a brief explanation of what it is about. I will then form a discussion with my students with a series of questions about how they will be feeling about the story. I will then explain to them what we will be learning from this text in my teacher language.

-**Conversation: (questions I will be asking to engage the students in the story)**

-Have you ever woke up in a bad mood? How did you feel better?

-What makes you in a bad mood or feel grouchy?

-**Teaching Language: (what we will be learning from reading this text)**

⁷ This could be a rereading to reinforce, a new story, or poem

-Today I am going to teach you have to think within the story so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the story. We are going to continue to practice this concept.

-During: (3 places connected with strategic actions) – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the story.

-Conversation: (questions I will be asking to engage the students in the story)

-Page #3 – Why were the bears in the family in such a bad mood on this day?

-Page #6 – How would you feel if you were a neighbor of the bear family and heard them making all that racket?

-Page #14 – How was mama able to smile even when everyone was so mad?

-Teaching Language: (what we will be learning from reading this text)

-Page #5 – I wonder what papa, mama, and brother will do since sister walked right into the bathroom and locked the door.

-Page #11 – I wonder why no one could agree on answering the phone and what to watch on television. Why were they fighting over such silly things?

-Page #19 – I notice that everyone seems happy again. I wonder if they bear family will wake up angry or happy on the next day.

-After: (reinforce teaching points) – After the story I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the story. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-Why do people wake up in a bad mood?

-How can bad moods be turned into good moods?

-What made mama smile that made everyone else smile in the end?

-Teaching Language: (what we will be learning from reading this text)

-Today we read a story about a family that woke up on the wrong side of the bed and in bad moods. In this story the author made us think within the story to answer questions that we might have that are not directly answered in the story. You now know how to think within the story and make connections to answers that are not directly answered and figure our reasons that the bears may have been having such a bad day based on what makes you have a bad day.

Assessment/Check for Understanding – I will be very observant while reading to my students. I will make sure that they are paying attention and make sure that I get answers to my questions and wonders throughout the story from a variety of students in order. I will be asking them the who, what, where, when, why and how questions throughout to ensure they understand what is happening within the text. It is important that they continue to practice this concept to master what I want them to understand.

Reference -

Berenstain, S., & Berenstain, J. (1997). *Get the grouchies*. New York, New York: Berenstain Enterprises, INC.

WORD STUDY MINI LESSON

Group Type – Whole Group

Principle – Today we are going to be learning about words that end in –ed and –ing.

Explain the Principle – Learning about words that end in –ed and –ing are important in understand what happened in the past or happening in the present.

Common Core Standard – 2 Vocabulary Acquisition and Use #4 c.: Use a known root word as a clue to the meaning of the unknown word with the same root.

Essential Elements – Vocabulary, Phonics, Comprehension

Description of the Lesson –

-Opening: To begin we will find some examples of words in our read aloud text that have an ending of –ed or –ing. We will write these on the board.

-Focus of lesson: The focus of this lesson will be to review using our –ed and –ing words in a sentence and then we will practice spelling of these words.

Teach/Model – We will begin this lesson by reviewing how to put our words into sentences. We will then look at an easy way to spell these words by spelling the root word and then the ending. I will demonstrate this on the board.

Apply - We will apply this lesson the following Word Study Station.

Assessment – My assessment for this lesson will be to walk around and overlook how the students are doing on their independent practice. I will then have the students come back together as a whole group and review what we have learned in the lesson today. I will be observing how students participate in this matter.

Reference – Found a similar idea of this lesson on Pinterest.com, but made it my own and changed several elements. (Learning about root words and their meanings is important to know before trying to understand words with –ed and –ing endings.)

GUIDED READING⁸

ABOVE LEVEL GROUP

Book Title: “Amber Brown Is Not a Crayon” By: Paula Danziger

Level: N

Summary of the Story: This story is about two best friends that always help each other at school, they stick up for each other, and they are always playing together. But, when Justin’s best friend’s family decides to move away, his attitude changes and he is very sad.

Theme or Author’s Message: This book describes the importance of friendship and how friends can feel like family.

ON LEVEL GROUP

⁸ For Days 2-5 only give annotation, summary, and theme for each of the levels each day

Book Title: “VOTE!” By: Eileen Christelow

Level: M

Summary of the Story: This story is about a town that undergoes the voting process and voter education. This book discusses the different sides of voting, the different parties, and why we vote the way we do in the United States. This book is great in teaching students that voting has a lot to do with how they are raised and the values they feel are most important.

Theme or Author’s Message: How important voting is and how family values can really alter the way we feel about the government.

BELOW LEVEL GROUP

Book Title: “Judy Moody Was in a Mood. Not a Good Mood. A Bad Mood.” By: Megan McDonald

Level: L

Summary of the Story: This story is about Judy Moody who was in a bad mood today. In this book she does not have high hopes for third grade, but is full of attitude and individuality. With this, she is assigned a Me Project, which really allows her to express herself and get her frustrations out!

Theme or Author’s Message: The author wants us to learn that even on the days that we have bad moods, there are ways that we can feel better and people that care about us to make it through.

LITERACY STATIONS⁹

	Station 1	Independent Reading
Connected to the CRP Yes No	No	
Literature	Students will be able to choose independent reading books on their own the from the classroom library of books and leveled texts or from the school library.	
Grouping	Students will be reading their own book alone.	
Objectives	Students will read on their own to learn how to understand how to comprehend text and build vocabulary.	
CCSS	2 Range of Reading and Level of Text Complexity #10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text	

⁹ See Appendix for further support

	complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Elements	Comprehension,Vocabulary
Assessment	I will assess my students on their independing reading by having them keep a journal book to write a response to their readings after each time they read. This will help me understand if they understand what is going on in the book and are actually reading. I will also occasionally assign a book report/response assignment so they can answer some direct prompt questions aboutt the book they chose to read.
Reference	I got this idea from another teacher who teaches second grade.
Description	Independent reading will take place to allow students read a book they have selected.

Station 2	Word Study
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Connected to the CRP Yes No	Yes. This lesson was focused on a common word study topic mentioned from my Basal in learning about –ed and –ing words.
Literature	We will be using our read aloud literature to find the words with –ed and –ing endings to use to learn about today’s topic.
Grouping	We will begin as a whole group and then break up into partners to practice.
Objectives	Students will review putting thsee words into sentences and then practice spelling them on their own.
CCSS	This standard is shared in the actual lesson plan.
Essential Elements	The essential elements for this lesson are listed in the actual lesson.
Descprition	This lesson will begin as a whole group instruction in learning about the topic, then we will break up into partners to practice the concept on our own. Each group of students will be given three words form the story that end in –ed and/or –ing. They will then practice putting these words into sentences and then practice spelling them by writing them three times each. We will then come back together and review what we know.
Assessment	I will assess my students of this activity by observing them as they work in pairs and then as they share the information they find with the class about their words. This will show me if they are greasping the concept or not.
Reference	The reference is given in the actual lesson.

Station 3	Fluency
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Connected to the CRP Yes No	No
Literature	Readers Theater pieces found that relate to the second grade interest level. These can be found in the library and on the internet. (They will get to choose from the selection I have created for this class station)
Grouping	Partner Work
Objectives	Students will work on fluency with a partner by practicing reading play parts aloud to teach other.
CCSS	2 Craft and Structure #6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Essential Elements	Fluency, Comprehension, Vocabulary
Assessment	I will assess my students during readers theater times by observing their partner work and reading aloud skills. I will be able to tell if my student is improving or staying the same on fluency development.
Reference	I gathered this idea from my EDRDG 400 Class at Ball State University.
Description	I will allow my students to work with a partner, that I choose, to read aloud a readers theater play to each other. The students will be able to act out the characters in different voices and have fun by working on fluency skills and improving reading aloud skills. The students will also be practicing vocabulary and comprehension skills.

Station 4		Reading Response	
Connected to the CRP Yes No	No		
Literature	The independent reading book that each student has chose to read on their own.		
Grouping	Independent		
Objectives	Students will learn to comprehend the story and be able to write a passage about the story and how they felt about the story in the end. (what they initially thought, how things were different, who the main characters were and why this was important, etc.)		
CCSS	2 Key Ideas and Details #3: Describe how characters in a story respond to major events and challenges.		
Essential Elements	Comprehension, Vocabulary, Writing, Phonics		
Assessment	I will assess my students in this reading response activity by collecting their responses and reading them.		

Reference	I thought of this idea on my own.
Description	My students will finish reading their independent reading book and then write a short response, or draw a response to the story based on a variety of prompts I have allowed them to choose from focusing on different parts of the story. The students will then turn their writing into me so I can take a look at how they answered the prompt, how they comprehended the story, how their writing skills are doing, and what phonics topics they have included and understand.

CLOSURE ACTIVITY

To close the day, we will review what we have done in our stations and what we have read in class as a read aloud, a reader's theater, and/or independent reading. I will end the discussion by asking the students how they felt about their activities, what they have learned that is new, and any other questions they may have in regarding what they have learned or did not understand. I will then explain what they next day has in store.

DAY 5

CORE TEXT-RELATED ACTIVITY¹⁰

Story Title- "Love You Forever" By: Robert Munsch

Summary- This story is about a baby boy that turned into a child, then a teenager, then an adult and has his own baby, and his mother who loved him forever. They loved each other so much and would do anything for each other. This story goes through the stages of life a having children and the love shared.

Theme – The love a family shares throughout the many years of life.

Common Core Standard – 2 Key Ideas and Details #1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Strategic Action Focus- Making Inferences

-Beyond: Infer characters' intentions or feelings

-About: Talk about the connections between the illustrations and the text

Essential Elements – Comprehension

Objective – Readers think within the story so that they will understand the who, what, where, when, why, and how questions that may not be directly told in the story.

¹⁰ This could be a rereading to reinforce, a new story, or poem

Description of the Lesson – See below

-Before: (book introduction) – Here I will be introducing the story and giving a brief explanation of what it is about. I will then form a discussion with my students with a series of questions about how they will be feeling about the story. I will then explain to them what we will be learning from this text in my teacher language.

-Conversation: (questions I will be asking to engage the students in the story)

-What childhood memory do you have of your parent or guardian showing their love for you?

-What does the word “Family” mean to you?

-Teaching Language: (what we will be learning from reading this text)

-Today I am going to teach you have to think within the story so that you will be able to understand the who, what, where, when, why, and how questions that may not be directly answered in the story.

-During: (3 places connected with strategic actions) – Here I will be establishing 2-3 places to stop in the story to tie the story with my students to the strategic action of making inferences. This is a time that I will also be making sure that I keep the students engaged in the story.

-Conversation: (questions I will be asking to engage the students in the story)

-Page #5 (262) – Why do you think this boy never wanted to come in for dinner? What was he doing all of the time?

-Page #13 (267) – How is his mother able to hold him when he is a teenager?

-Page #28 (279) – Why do you think he sang his mother’s song to his baby?

-Teaching Language: (what we will be learning from reading this text)

-Page #2 (262) – I wonder if the baby got into trouble for doing those things.

-Page #3 (282) – I notice that there is no daddy by the baby’s bed too. Where do you think his daddy is?

-Page #14 (289) – I notice that mommy is sneaking into his room. Do you think he wants his mother to rock him as a teenager?

-After: (reinforce teaching points) – After the story I will be asking the students questions and having a conversation of them about what we learned, noticed, felt as we read the story. I will also reassure them of what they have learned based on the objective.

-Conversation: (questions I will be asking to engage the students in the story)

-How do we know that mommy and the little boy loved each other so much?

-What do you think the author was trying to teach us in this story?

-Who makes you feel loved in your life?

-Teaching Language: (what we will be learning from reading this text)

-Today we read a story about a little boy and his mother as they underwent the stages of growing up, as the boy grew and grew into an adult and the mother became a grandmother. In this story the author made us thinking within the story to answer questions that we might have that are not directly answered in the story. You now know how to think within the story and make connections to answers that are not directly answered.

Assessment/Check for Understanding – I will be very observant while reading to my students. I will make sure that they are paying attention and make sure that I get answers to my questions and wonders throughout the story from a variety of students in order. I will be asking them the who, what, where, when, why and how questions throughout to ensure they understand what is happening within the text.

Reference -

Munsch, R. (1987). *I'll love you forever*. Buffalo, New York: Firefly Books Ltd.

WORD STUDY MINI LESSON

Group Type – Whole Group

Principle – Today we are going to be learning about words that end in –ed and –ing.

Explain the Principle – Learning about words that end in –ed and –ing are important in understand what happened in the past or happening in the present.

Common Core Standard – 2 Vocabulary Acquisition and Use #4 c.: Use a known root word as a clue to the meaning of the unknown word with the same root.

Essential Elements – Vocabulary, Phonics, Comprehension

Description of the Lesson –

-Opening: To begin we will find some examples of words in our read aloud text that have an ending of –ed or –ing. We will write these on the board.

-Focus of lesson: This focus of this lesson will be to wrap up what we have learned in the week about –ed and –ing words. We will be discussing how to find the meaning of the word by looking at the root word, how to use them in a sentence to understand the content being read, and how to spell them.

Teach/Model – In teaching this concept of separating the root words from the word endings, I will have a list of familiar –ed and –ing words from our read aloud text on the board. We will then, as a class, go through how to find the meanings of the words using the root words and the ending to find the tense, how to use the word in a sentence, and how to spell the words in a new way.

Apply - We will apply this lesson the following Word Study Station.

Assessment – My assessment for this lesson will be to walk around and overlook how the students are doing on their independent practice. I will then have the students come back together as a whole group and discuss what they know and turn in their assessment handout to me. This handout will have practice from each element on it, like a quiz, that will help them practice and for me to see what they know.

Reference – Found a similar idea of this lesson on Printerest.com, but made it my own and changed several elements. (Learning about root words and their meanings in important to know before trying to understand words with –ed and –ing endings.)

GUIDED READING¹¹

ABOVE LEVEL GROUP

Book Title: “Ginger the Stray Kitten” By: Holly Webb

Level: P

¹¹ For Days 2-5 only give annotation, summary, and theme for each of the levels each day

Summary of the Story: This story is about a little kitten that was found on a farm by a little girl named Rosie. She named him Ginger. The kitten takes a long time to trust the little girl and let her hold him, but eventually the two are best friends.

Theme or Author’s Message: The author of this story is expressing the importance of trust and that it is needed to make any relationship successful.

ON LEVEL GROUP

Book Title: “The Case of the Groaning Ghost” By: James Preller

Level: M

Summary of the Story: This story is about a new ghost-buster that is in town. He is stealing all of the old ghost-buster’s clients, but trying to teach a valuable lesson that the ghosts are nothing to be afraid of.

Theme or Author’s Message: The author uses friendship and trust as a way to overcome fears.

BELOW LEVEL GROUP

Book Title: “Black Cat” By: Christopher Myers

Level: J

Summary of the Story: This book is a book of a poem about a black cat that is trying to find a home. During this journey he sees the world as a stray and finds out who he really is.

Theme or Author’s Message: This book expresses that homes are important and that some people may not have a place to call home; we are very lucky.

LITERACY STATIONS¹²

Station 1		Independent Reading
Connected to the CRP Yes No	No	
Literature	Students will be able to choose independent reading books on their own the from the classroom library of books and leveled texts or from the school library.	
Grouping	Students will be reading their own book alone.	

¹² See Appendix for further support

Objectives	Students will read on their own to learn how to understand how to comprehend text and build vocabulary.
CCSS	2 Range of Reading and Level of Text Complexity #10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Elements	Comprehension, Vocabulary
Assessment	I will assess my students on their independent reading by having them keep a journal book to write a response to their readings after each time they read. This will help me understand if they understand what is going on in the book and are actually reading. I will also occasionally assign a book report/response assignment so they can answer some direct prompt questions about the book they chose to read.
Reference	I got this idea from another teacher who teaches second grade.
Description	Independent reading will take place to allow students read a book they have selected.

Station 2 Word Study	
Connected to the CRP Yes No	Yes. This lesson was focused on a common word study topic mentioned from my Basal in learning about –ed and –ing words.
Literature	We will be using our read aloud literature to find the words with –ed and –ing endings to use to learn about today’s topic.
Grouping	We will begin as a whole group and then break up into partners to practice.
Objectives	Students will review what they have learned during the course of the week and show what they know.
CCSS	This standard is shared in the actual lesson plan.
Essential Elements	The essential elements for this lesson are listed in the actual lesson.
Description	This review lesson will begin as a whole group lesson to review what we have gone over during the week. We will then break up into groups, partners, to complete an assessment sheet of what they students know. This assessment will have questions and activities that pertain to each element of the week regarding –ed and –ing words. We will then come back together as a group, discuss what we know, and then I will collect the assessment to grade and give feedback as to how the student learned the material during the week.
Assessment	I will assess my students of this activity by observing them as they work in pairs and then as they share the information they find with the class about their words. I will also be grading/providing feedback from the assessment to see what they students have learned and comprehended from the week.

Reference	The reference is given in the actual lesson.
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Station 3		Fluency
Connected to the CRP Yes No	No	
Literature	Readers Theater pieces found that relate to the second grade interest level. These can be found in the library and on the internet. (They will get to choose from the selection I have created for this class station)	
Grouping	Partner Work	
Objectives	Students will work on fluency with a partner by practicing reading play parts outloud to teach other.	
CCSS	2 Craft and Structure #6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Essential Elements	Fluency, Comprehension, Vocabulary	
Assessment	I will assess my students during readers theater times by observing their partner work and reading aloud skills. I will be able to tell if my student is improving or staying the same on fluency development.	
Reference	I gathered this idea from my EDRDG 400 Class at Ball State University.	
Description	I will allow my students to work with a partner, that I choose, to read aloud a readers theater play to each other. The students will be able to act out the charaters in different voices and have fun by working on fluency skills and improving reading aloud skills. The students will also be practicing vocabulary and comprehension skills.	

Station 4		Reading Response
Connected to the CRP Yes No	No	
Literature	The independent reading book that each student has chose to read on their own.	
Grouping	Independent	
Objectives	Students will learn to comprehend the story and be able to write a passage about the story and how they felt about thes story in the end. (what they initially thought, how things were different, who the main characters were and why this was important, etc.)	
CCSS	2 Key Ideas and Details #3: Describe how characters in a story respond to major events	

	and challenges.
Essential Elements	Comprehension, Vocabulary, Writing, Phonics
Assessment	I will assess my students in this reading response activity by collecting their responses and reading them.
Reference	I thought of this idea on my own.
Description	My students will finish reading their independent reading book and then write a short response, or draw a response to the story based on a variety of prompts I have allowed them to choose from focusing on different parts of the story. The students will then turn their writing into me so I can take a look at how they answered the prompt, how they comprehended the story, how their writing skills are doing, and what phonics topics they have included and understand.

CLOSURE ACTIVITY

To close the day, we will review what we have done in our stations and what we have read in class as a read aloud, a reader's theater, and/or independent reading. I will end the discussion by asking the students how they felt about their activities, what they have learned that is new, and any other questions they may have in regarding what they have learned or did not understand. I will then explain what they next day has in store.

ASSESSMENTS¹³

Some of the assessments that could be used for many stations and/or lessons during the course of this week could be a spelling test at the end of the week of a list of -ed and -ing words, taking a running record of the guided reading text to see how the students are doing (this could also be done during the fluency center), I will also be sure to be taking anecdotal notes constantly while observing my students to have so sort of record to refer to.

Using formative assessment is imperative, if a teacher expects to be within the zone of proximal development of each of her/his students. Utilizing the information that is collected as a result of gathering different types of data makes teaching more focused and effective. Assessments given within the lesson to help drive instruction are:

- Running Records during Guided Reading time in order to know what reading levels, strategic actions, and word work on which each child needs to be working.
- Observation with anecdotal notes will give information as to what students are saying and how they are working within a group.
- Notes on conferring help to know where students need to go next.
- Spelling tests would be given within the week, which give the direction for further word work.
- Putting the individualized data together and looking for patterns within the whole class helps to support mini-lessons designed for the group

¹³ See Core Planning Guide for support

All of these forms of assessment could and some have been used during the course of this week. I think that observation is an extremely important factor of assessment. This will tell a teacher understand how a student is learning and understanding what is being taught, and if that student may need additional help.

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¹⁴ See Core Planning Guide for support

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