**Unit 2 Table of Contents**

*Tracking Trouble: Assessment-based small group work*

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| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-5 |
| * [Unit 2 at a Glance](#ataglance) | 6-8 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 9-11 |
| * [Assessment Checklist](#assessmentchecklist) | 12 |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers are active problem solvers by using their strategies. | 13-14 |
| [Lesson 2](#lesson2) | Readers understand new words by looking for words they know inside the word. | 15-16 |
| [Lesson 3](#lesson3) | Readers solve tricky words by getting a running start. | 17-18 |
| [Lesson 4](#lesson4) | Get over reading bumps in the road by using special sounds and patterns we know | 19-20 |
| [Lesson 5](#lesson5) | Get over reading bumps in the road by using special sounds and patterns we know | 21-23 |
| [Lesson 6](#lesson6) | What would make sense and sound right? | 24-26 |
| [Lesson 7](#lesson7) | Readers read new words by using the parts and sounds in the words they know. | 27-29 |
| [Lesson 8](#lesson8) | Readers make sure their reading makes sense and looks right by paying attention to word endings. | 30-32 |
| [Lesson 9](#lesson9) | Readers know that not all words give you trouble. Some you just know in a snap! | 33-35 |
| [Lesson 10](#lesson10) | Readers recognize more sight words by frequently reading the word wall.  Readers recognize more snap words by frequently reading the word wall. | 36 |
| [Lesson 11](#lesson11) | Readers get ready for words that are coming by thinking about what word would make sense and how it might look. | 37 |
| [Lesson 12](#lesson12) | Readers check their reading by using these three questions: Does it sound right? Do the letters match? Does it go with what is happening? | 38-39 |
| [Lesson 13](#lesson13) | Readers stop when something sounds wrong. They fix it by stopping, checking the words, and trying again. | 40-41 |
| [Lesson 14](#lesson14) | Readers fix their errors by rereading and putting it all together to make it sound smooth. | 42 |
| [Lesson 15](#lesson15) | Readers are curious word collectors they learn new words by writing them down and sharing with a partner. | 43 |
| [Lesson 16](#lesson16) | Readers figure out what a word means by using context clues: the words around, the picture and what is happening in the story. | 44-45 |
| [Lesson 17](#lesson17) | Readers hold onto meaning by using synonyms on tricky words. | 46 |
| [Lesson 18](#lesson18) | Readers continue to build their stamina by continuing to read more and create new goals. | 48-19 |
| [Lesson 19](#lesson19) | Readers learn new words by smoothly rereading the sentence with the new word in it. | 50-51 |
| [Lesson 20](#lesson20) | Readers remember new words by using them when retelling. | 52 |
| [Lesson 21](#lesson21) | Readers remember what is happening in the story by touching each page and retelling the big parts. | 53-54 |

Grade 2 Reading Unit 2

Dates

Sept 28-Nov 6

Unit of Study Planning Template

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| *Unit: Tackling Trouble: Assessment-based small group work* |  |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. * Readers read known words in a snap and check to make sure new words make sense. * Readers fix our reading when we make a mistake * Readers make sure that we don’t just read the words, we understand them-then we read more and more. |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). 4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).   2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  d. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).  2.RF.3              Know and apply grade-level phonics and word analysis skills in decoding words.  a.   Distinguish long and short vowels when reading regularly spelled one-syllable words.  b.   Know spelling-sound correspondences for additional common vowel teams.  c.    Decode regularly spelled two-syllable words with long vowels.  d.   Decode words with common prefixes and suffixes.  e.   Identify words with inconsistent but common spelling-sound correspondences.  f.     Recognize and read grade-appropriate irregularly spelled words.  2.RF.4              Read with sufficient accuracy and fluency to support comprehension.  C.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.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.  2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.  2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| Key Vocabulary: | Sight words, decoding, chunking, context clues, fixing, whole word, make sense, meaning, word wall, vocabulary, challenging, reread, stamina, unfamiliar, word endings, fluency, problem solve, strategy, vowels, retell |

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| Anchor Texts: | Cancionero, estrellita, Green Eggs and Ham , Dr. Seuss books, Chicka Chicka Boom Boom, Jill Engleton books, tongue twisters (trabalenguas), poetry, |

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| Other Resources: | Word lists, spelling inventory, word wall, word families, syllables |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*  Assessment checklist, sight words check, informal running records with miscue analysis, student writing | *SUMMATIVE*  Spelling inventory |

Unit of Study At A Glance Planner

| **UNIT 2:** Tackling Trouble: Assessment-based small group work | | | |
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| **GOAL:1**  **Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics.** | **GOAL: 2**  **Readers read known words in a snap and check to make sure new words make sense.** | **GOAL: 3**  **Readers fix our reading when we make a mistake.** | **GOAL: 4**  **Readers make sure that we don’t just read the words, we understand them-then we read more and more.** |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| ·         Readers are problem solvers. (p. 37-38, 46)   * Readers expect that there will be hard parts when reading a book.   ·         Readers look for words they know in other words. (p. 38, 46)  ·         Readers break up words to problem solve.  (p.38-39, 46)  ·         Readers  use special sounds to problem solve words.  (p. 39, 46)  ·         Readers read across the  whole word and think about what makes sense. (p. 39, 46)  ·         Readers think: What would make sense and sound right? (p. 40, 47)  ·         Readers use words they know to read new words. (p. 38, 47)  ·         Readers pay attention to word endings (p.40, 47) | ·         Readers can read many sight words easily and with automaticity. (p. 40, 47)  ·         Readers get ready for words that are coming thinking about what word would make sense and how it might look. (p. 41, 46)   * MWTP: Partners can remind each other/prompt each other what would make sense and to reread the word. | * Readers use three questions to check our reading:  1. Does it sound right? 2. Do the letters match? 3. Does it go with what is happening? (41, 48)  * Readers stop, check it and try something else (41, 48) * Readers read, fix and read again, putting it all together. (42, 48) | * Readers are curious word collectors and discuss words with partners. (42-43, 48) * Readers use context and picture clues to figure out what words mean (41, 43, 49) * Readers replace unfamiliar vocabulary with words that they think might mean the same thing to help them hold on to meaning. (43, 49) * Readers set new goals to build their stamina. Push, push, push! (43, 49) * Readers use new words they learn when they speak to others. (43, 49) * Readers use new vocabulary when they retell. (50) * When readers lose track of what is happening, they go back and touch each page to retell the big parts of the story. (43, 50) |

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| **WORKSHOP CALENDAR FOR:** | **2nd grade Reading Unit 2** | Dates: Sept28-Nov 5 |
| **Unit of Study: Unit 2** | Tackling Trouble: Assessment-based small group work |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  |  | *28*    Readers are problem solvers. (p. 37-38, 46)  -Readers expect that there will be hard parts when reading a book.  2.RML.2-1 |
| 1  Readers look for words they know in other words. (p. 38, 46)  2.RML.2-2 | *2*  Readers break up words to problem solve.  (p.38-39, 46)  2.RML.2-3 | *3*  Readers  use special sounds to problem solve words.  (p. 39, 46)  2.RML.2-4 | 4  Readers read across the  whole word and think about what makes sense. (p. 39, 46)  2.RML.2-5 | *5*       Readers think: What would make sense and sound right? (p. 40, 47)  2.RML.2-6 |
| 8 Readers use words they know to read new words. (p. 38, 47)  2.RML.2-7 | *9* Readers pay attention to word endings (p.40, 47)  2.RML.2-8 | 10- No School  Conferences | *11 No school*  *Conferences* | *12 No School*  *Statewide inservice* |
| *15*  Readers can read many sight words easily and with automaticity. (p. 40, 47)  2.RML.2-9 | 16  Mini lesson choice day | *17*  *Mini Lesson choice day* | 18  Readers get ready for words that are coming thinking about what word would make sense and how it might look. (p. 41, 46)  *MWTP: Partners can remind each other/prompt each other what would make sense and to reread the word.*  2.RML.2-10 | 19  Readers use three questions to check our reading:   1. Does it sound right? 2. Do the letters match? 3. Does it go with what is happening? (41, 48)   2.RML.2-11 |
| *22*  Readers stop, check it and try something else (41, 48)  2.RML.2-12 | *23*  Readers read, fix and read again, putting it all together. (42, 48)  2.RML.2-13 | *24*  *Mini Lesson choice day* | 25  Readers are curious word collectors and discuss words with partners. (42-43, 48)  2.RML.2-14 | 26  Readers use context and picture clues to figure out what words mean (41, 43, 49)  2.RML.2-15 |
| *29*  Readers replace unfamiliar vocabulary with words that they think might mean the same thing to help them hold on to meaning. (43, 49)  2.RML.2-16 | *30*  Mini Lesson choice day | 31  Readers set new goals to build their stamina. Push, push, push! (43, 49)  2.RML.2-17 | 1  Readers use new words they learn when they speak to others. (43, 49)  2.RML.2-18 | 2 Work Day |
| 5  Readers use new vocabulary when they retell. (50)  2.RML.2-19 | 6  When readers lose track of what is happening, they go back and touch each page to retell the big parts of the story. (43, 50)  2.RML.2-20 | 7 | 8 | 9 |

**Unit so Study Assessment Checklist**

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| Unit 2: Tackling Trouble: Assessment-based small group work |

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| Name | I can use multiple strategies to figure out words. 2.L.4 | I can use prefixes and suffixes to determine the meaning of unknown words.2.L.4.B | I can use syllables to pull apart words. 2.RF.3bc | I can use context clues to understand what I’m reading.  2.RF.4c | I can reread to check comprehension and improve my fluency. 2.RF.4c | **Notes** |
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* = Beginning √= Developing X= Secure

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| **Unit 2 Mini Lesson 1** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point** *(Kid language!)***:** | Readers are active problem solvers by using their strategies. |
| **Text:** | Clifford’s Family |
| **Chart(?):** | How to Tackle Bumps in the Road |
| **Standard:** | 2.L.4 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** You guys know how to use different strategies to solve problems you have when reading. Last year we prepared our mouth to say the first sound. We looked at the picture. We cross checked. We looked for chunks. We made sure it made sense etc.. It is really exciting that we are going to become active problem solvers today. |
| ***Teach:*** *(Demonstration)*  Readers expect that there will be hard parts when reading a book. I want to show you today how to be active problem solvers when we come to those parts by using strategies.  (Teacher turns to the first example in her book and reads the sentence incorrectly and mumbles a little bit on more difficult words. And she mumble mumble at his ears to see if he had been wwmumble them)  Try something! “I have to try something and if that doesn’t work I have to try something else.”  Today I want to teach you that readers can break words into parts so they can be active problem solvers.  I am going to try something. (Teacher rereads the example.) I am going to look at the beginning sound and reread it (Teacher reads beginning sound of difficult word) I am going to try to slide through (Teacher slides through difficult word). I am going to use the picture and think about what is happening in the story because readers are problem solvers. (Teacher rereads the example and finally figures it out.) I did it! Remember readers are problem solvers. “We try something and when it doesn’t work we try something else” |
| ***Active Involvement:***  You are going to be my partner today. (Teacher mumbles through the word.) The students tell the teacher to Try Something. I will look at the picture and the beginning sound. (Teacher does that and still can’t figure out word) Students say Try something! I will look for chunks that I know. (Teacher does that and figures out the word) |
| ***Link:*** What I want you to do today is when you come to a tricky word I want you to try something because readers try something and when it doesn’t work we try something else. |
| **Mid-Workshop Teaching Point:**  Get students to look at you. As I was walking around the room I noticed that blank was trying something. She found a tricky word and kept trying something until she got it. |
| **Share:** |

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| **Unit 2 Mini Lesson 2** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point** *(Kid language!)***:** | Readers understand new words by looking for words they know inside the word. |
| **Text:** | Ruby the Copycat or any book with compound words in it. |
| **Chart(?):** | Bumps in the Road |
| **Standard:** | 2.L.4 |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Remember yesterday when we talked about being problem solvers when we come to tricky words? We can’t just mumble through words and keep going. We need to try something. Today I am going to show you another strategy by using words we already know to help us read tricky words. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  When I look at this book I notice that there is already a tricky word in the title. What can I do to help me? I notice the word cat is in this word. I see the word cop in the word also. I also notice that it has a y in it and in Spanish Y says ee. I am going to try to blend all of these little words together.  (Teacher reads in a drawn out manner) Cop y cat. Oh! It says copycat. What does that word mean? I notice the girls are wearing the same dresses and they are doing the same thing. They must be copying each other. It must mean to copy someone.  Let’s keep reading this story. When we come to a difficult word I am going to look for words I know inside the word. (Teacher reads page and stumbles on a compound word)  I notice the word toe in this word and I notice the word tip. I see a d at the end. What is the word? (Teacher reads in a drawn out manner) Tip toe d. Oh! It says tiptoed. It looks like the girl is scared to come in. What does that mean to tiptoe. She must be wanting to come in silently. |
| ***Active Involvement:***  Teacher reads a page while the kids are looking at it. Emphasize a compound word. Partner A turn to Partner B and tell them if there are any words you know inside the word.  Repeat this for two more compound words and switch partners. |
| ***Link:*** What I want you to do today when you come across a word that you have never seen before are there any words that you know inside the word that will help you understand the new word. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 3** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point** *(Kid language!)***:** | Readers solve tricky words by getting a running start. |
| **Text:** | Is Your Mama a Llama? Captain Quake and Boss Bird |
| **Chart(?):** | Bumps in the Road |
| **Standard:** | 2.RF.3bc |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** Remember yesterday we were looking for words we knew inside of words we had never seen before to help us read it and understand what the word means Today we are going to use a different strategy to help us problem solve the word. We will start by looking at the first few letters in the word, and the first syllable then take a running start to read through the word. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Remember when we read Captain Quake and Boss Bird? I chose some words in this book to try this strategy out on. I know how to read these words of course, and you may too, but I am going to pretend I don’t so you can see how I will use this strategy.  (Choose multisyllabic words to use as examples). “He shouted and (bellowed) ...hmmm, what is this word? I am going to look at the first few letters then the vowel and see if that helps. “He shouted and … hmmmm, bell….bell! that’s the first sound…now I’m going to keep going to get my running start and read through the word. “He shouted and bellow-ed”  I am going to play with the words in my mouth to make sure that it sounds right. I know that /ow /says /ow/ like ouch and /ow/ like show (Teacher plays with the word) I am going to reread the page and see if that makes sense. “He shouted and bellowed.” That makes sense.  Did you see how I used the first few letters to get a running start then I played with the words and read them again to make sure they made sense? That’s houw you get a running start to solve tricky words.  Do this again with one or two more words. |
| ***Active Involvement:***  Now it’s your turn, (Choose a page from the big book and have partner groups figure out the tricky words using syllables to pull the words apart.) I’ve chosen this word for you to get a running start with. With your partner start by using the first few letters and vowel to get your running start.  (do a few together)  Great job boys and girls! I heard \_\_\_\_\_\_ and \_\_\_\_\_ getting a running start with this word \_\_\_\_\_\_\_. |
| ***Link:***  Today when you are trying to problem solve a word remember readers solve tricky words by getting a running start! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 4** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point** *(Kid language!)***:** | Readers will problem solve words by using special sounds and patterns they know.  (p. 39, 46)  CATCHY PHRASE; Get over reading bumps in the road by using special sounds and patterns we know |
| **Text:** | En La Casa De Chaveli (chant inside of Lectura)  Various poems/big books with patterns (Jill Eggleton books)  Green Eggs and Ham- Dr. Seuss, What’s That Said the Cat? |
| **Chart:** | How we tackle bumps in the road, (to the tune of Farmer in the Dell) |
| **Standard:** | 2.RF.3              Know and apply grade-level phonics and word analysis skills in decoding words.  a.   Distinguish long and short vowels when reading regularly spelled one-syllable words.  b.   Know spelling-sound correspondences for additional common vowel teams.  c.    Decode regularly spelled two-syllable words with long vowels.  d.   Decode words with common prefixes and suffixes.  e.   Identify words with inconsistent but common spelling-sound correspondences.  f.     Recognize and read grade-appropriate irregularly spelled words. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, remember we know that reading is work. Reading books is like riding a bike. Sometimes we ride along, but sometimes we come to a bump in the road. We don’t just stop and give up. We could get off of the bike and go around, or stay on the bike and pedal hard. But we don’t give up.  It’s just like this in reading. We can’t just give up when we get to a bump in the road; we can use many different strategies.  Today I want to teach you one of those strategies. Readers use what they know about patterns and special sounds letters make to help them get over reading bumps in the road.  Patterns can help us in lots of ways. Remember all of the poetry and pattern (rhyming) books we’ve read? Like Dr. Seuss, or En la casa de Chaveli, or even Chicken Food? Those books had words that matched other words. (add a specific example here from a book known to the students) That is a pattern.  Good readers get over reading bumps in the road by using special sounds and patterns we know |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Ok readers; watch me as I show you how to use patterns from this book called What’s That Said the Cat? I am going to read a part as if I haven’t read this book before. As I read I am going notice special sounds or patterns in the words and use them to help me get over the reading bumps in the road.  On this page I read “We don’t know, said the \_ \_ \_ \_” hmmm I see a picture of a black bird. “I don’t know said the blackbird?” No, I don’t think that would be right. I see know has /ow/, and this word has /ow/. Those two letters have a special sound. So, they must sound the same. So I will add /cr/. Crow, that’s it!  I will try another one. On this page I read “I’ll use \_ \_ \_ \_ \_, said the horse.” I know this word horse. I see that they both have /or/ those two letters have a special sound… so /hor/ and /for/ and I know that /ce/ can say /s/ like /se/ so…… /for/ /ce/ force. “I will use force said the horse”.    See how I used the letter patterns and special sounds to help me get over the reading bumps in the road.  Good readers get over reading bumps in the road by using special sounds and patterns we know |
| ***Active Involvement:***  Now it’s your turn! Let’s look at this page. Partners look at this first line. Think what letters make a special sound or have a pattern that will help you with another word in this line.  Now, Partner A tell partner B the parts or pattern you found and explain how you can use it to help you solve another word in the line.  (Again with another example for partner B)  Readers I heard \_\_\_\_\_\_\_\_ share with their partner \_\_\_\_\_\_\_\_\_\_\_\_.  Remember, Good readers get over reading bumps in the road by using special sounds and patterns we know |
| ***Link:*** Readers, now you get to use this strategy during your reading today. As you read, notice words that have special sounds or patterns that can help you read words. You can use this strategy today and from now on along with your other strategies as you read at school and anywhere else. Remember, Good readers get over reading bumps in the road by using special sounds and patterns we know. |
| **Mid-Workshop Teaching Point:**  Remember its patterns and sounds. Words that have the same sounds don’t always look the same. Like, bird and heard. ( you might write this example on the board) |
| **Share:** |

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| **Unit 2 Mini Lesson 5** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point** *(Kid language!)***:** | Readers read new words by reading across the whole word and think about what makes sense.  CATCHY PHRASE: Good readers read through the word and see what makes sense. |
| **Text:** | If You Give a Mouse a Cookie- Laura Joffe Numeroff, Bruce Larkin series books, |
| **Chart(?):** | How we tackle bumps in the road, (to the tune of Farmer in the Dell) |
| **Standard:** | 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). 4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).   2.RF.3              Know and apply grade-level phonics and word analysis skills in decoding words.  b.   Know spelling-sound correspondences for additional common vowel teams.  c.    Decode regularly spelled two-syllable words with long vowels.  d.   Decode words with common prefixes and suffixes.  e.   Identify words with inconsistent but common spelling-sound correspondences.  f.     Recognize and read grade-appropriate irregularly spelled words.  2.RF.4              Read with sufficient accuracy and fluency to support comprehension.  C.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  2.RL.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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, we have learned about several strategies in the beginning of this unit that can help us become stronger readers.  Yesterday, we talked about how reading is like riding a bike. We learned one strategy we can use when we come to a bump in the road, because we can’t just give up. We looked at how special parts of words and patterns can help us get over reading bumps in the road. We also learned another strategy where we looked for words we know inside the new word, which helps us read it.  Today, we’re going to learn that reading through the word, finding the chunks or syllables is another strategy we can use.  “Good readers read through the word and see what makes sense.” |
| ***Teach:***  Remember when we read If You Give a Mouse a Cookie? I was reading through this book and I came across a great example for us today. Watch me as I show you how this works.  Look at this page. Here, Mouse is looking up at his picture. Here is a long word. “Looking at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_”. Hmmmmm. Here we can just read across the word parts. We don’t want to spend time sounding out each letter. We know what sound the letters make. Instead we are going to put them together.  So, I am going to take the first few letters and read them. /re/ now I’ll try the next few letters /fri/ and now the next few /ger/ and finally /ator/ hmmm….I know /ator/ that’s like alligator. Let me read through it again. Oh, I know /re/ . /refrigger/ huh….that sounds weird. Um, /g/ makes another sound. /j/. let me try it. /refriger/ /ator/. OHHHHHH! Refrigerator!! That makes sense!  “Good readers read through the word and see what makes sense.” |
| ***Active Involvement:***  Now you try it!!! Look at this page, Mouse is about to take a nap. I have covered the word we are going to read across. Let’s read the rest of the sentence together and see what’s happening.  “He’ll crawl in, make himself \_\_\_\_\_\_\_\_\_\_\_ and fluff the pillow a few times.  Now, I am going to uncover this word. Try looking at the first few letters of the word, thinking of words you already know that have parts like that. (you may hear many different beginnings) now, what’s the next part? Read the next few letters. (and again if necessary) now put those parts together thinking about what’s happening in the story. What would make sense?  Great job! I heard\_\_\_\_\_\_\_\_\_\_\_\_\_ work through it this way \_\_\_\_\_\_\_\_\_\_. And \_\_\_\_\_\_\_\_\_\_ worked through it this way\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  “Good readers read through the word and see what makes sense.” |
| ***Link:***  Today and every day you can read through the word and see what makes sense to get over your reading bumps in the road. While you are reading today try this out. I will be looking for students to share what they used today during our reading share. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 6** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point** *(Kid language!)***:** | What would make sense and sound right? |
| **Text:** |  |
| **Chart(?):** | How we tackle bumps in the road, (to the tune of Farmer in the Dell) |
| **Standard:** | 2.RF.4              Read with sufficient accuracy and fluency to support comprehension.  C.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We have learned about several strategies in the unit now that help us become stronger readers. There are many types of bumps in the road when we are riding our bikes, just like there are many ways we might try to go around them. We could get off of the bike and go around, or stay on the bike and pedal hard. But we don’t give up.  There are many times you will come across bumps in your reading and you need many different strategies to choose from.  Yesterday, we learned that reading through the word, finding the chunks or syllables and seeing what makes sense is another strategy we can use.  Today we are going to think about what is happening in the story and the kind of word that would make sense or be needed to help us take a try at reading the word.  Because good readers ask themselves “What? That doesn’t make sense.” |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  (teacher could use a text or writing from a student)  Do you ever catch yourself reading and thinking, hey, that doesn’t make sense? All readers come across times like these when they read something and say “WHAT? That doesn’t make sense!” so we think about what is happening in the story and the kind of word that would make sense or be needed to help us take a try at reading the word.  Listen, I was reading your writing last night and I really liked this sentence I read, but it didn’t really make sense. “yo preparé una ensalada con tomate, lechuza, huevo, zanahoria, y queso.” (or- I asked for a class of milk) First I thought yum! Then I thought, WAIT!! There’s a bird in my salad!  I stopped and thought, what is happening in the story, what kind of word would make sense, or sound like lechuza. Lechuza is a baby owl, I am reading about salad. Oh, I read it again and realized I needed to read lechuga. That makes sense.  Good readers think about what is happening in the story and what kind of word would make sense or be needed. |
| ***Active Involvement:***  Here are a couple of other parts of your writing I had some trouble with.  Partners let’s read through the first sentence.  I was camping with my family and I saw a big brown pear(bear)! It was coming right for us, I was terrified!  WHAT? That doesn’t make sense.  Think for a moment about what is happening in the story and what kind of word would make sense or be needed. (give a few moments)  Partner A turn to partner B and tell them what would make sense to you there,  Confirm what students have come up with.  Now let’s read the second example.  I had a snack last night of people (peanuts) and raisins.  WHAT? That doesn’t make sense.  Think for a moment about what is happening in the story and what kind of word would make sense or be needed.  Partner B, tell partner A what would make sense there.  Great job. I could hear that you were really thinking about what would make sense with what was happening in the story, you came up with words that made sense.  Because good readers ask themselves…“WHAT? That doesn’t make sense!” so they think about what is happening in the story and the kind of word that would make sense or be needed to help them take a try at reading the word. |
| ***Link:*** Now off you go! Today and every day, where ever you are reading, if something doesn’t make sense don’t give up, remember to ask yourself, “WHAT? That doesn’t make sense.” think about what is happening in the story and the kind of word that would make sense or be needed to help you take a try at reading the word. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 7** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point:** | Readers read new words by using the parts and sounds in the words they know. |
| **Text:** | Under the Canopy, Rigby On Our Way to English |
| **Catchy phrase:** | “Do I know any words or sounds that can help me read this?” |
| **Chart(?):** | How we tackle bumps in the road, (to the tune of Farmer in the Dell) |
| **Standard:** | 2.RF.3              Know and apply grade-level phonics and word analysis skills in decoding words.  a.   Distinguish long and short vowels when reading regularly spelled one-syllable words.  d.   Decode words with common prefixes and suffixes.  e.   Identify words with inconsistent but common spelling-sound correspondences. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Remember when we talked about looking for the words we know in unknown words to help us determine the meaning? We also talked about using the sounds we know to figure out words. These are strategies we added to our chart of how we tackle bumps in the road. Good readers use many strategies to problem solve words.  Today, we are going to talk about another one of those strategies. Readers use the sounds and parts of words they know to read new words. (Add to chart.) They ask themselves, “Do I know any words or sounds that can help me read this?” (Add to chart.) |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  So I just taught you that readers use the sound and parts of word they know to read new words. Now, I’m going to show you how I can do that.  Watch me as I think about the words and sounds I know to solve an unfamiliar word.  See this word I’m pointing to. (Teacher gets the book and opens to page 14 looking and pointing to the word ‘shallow’) I need to ask myself, “Do I know any words or sounds that can help me read this?” I am not familiar with this word, but I know the word shadow. Shadow starts with the /sh/ sound. So, I think this word will start by me saying, /sh/.  I also know the word low, and I see it in this word. That will help me read the end of the word. So, the word will start with /sh/ and end with /low/.  Now I need to think about the middle of the word. I know the word shall. It has the /a/ sound. That helps me a lot! Because, the word will start with the /sh/ sound, have an /a/ sound in the middle and a /low/ at the end.  Let me try and read through the word stretching out the sounds and word I know in it.  (Teacher stretches the sounds /sh/ /a/ and word ‘low’ using TPR) /sh/ /a/ /low/ Oh! It must say shallow!  Wow! I did a great job using my new word-solving strategy. I asked myself, “Do I know any words or sounds that will help me read this new word?” I thought about the sounds and words inside of the new word that I knew to help me read the unfamiliar word. |
| ***Active Involvement:***  You’ve been watching me use my new word-solving strategy of using the parts and sounds in the words I know to help me read unknown words. Now, you’re going to get a chance to practice this with a partner.  See this word I’m pointing to? (Turn to page 18, point to the word ‘umbrella’) When I ring the bell, you will turn and talk to your partner about how you can use the parts and sounds in words you know to help you read this word. Help each other out! Think about all of the sounds you know. Think of all the words you know. What can help you? Work this out with your partner. Ask yourselves, “Do we know any words or sounds that will help us read this new word?  (Teacher rings bell. Student partners work together to solve the word. Teacher roams the carpet listening in on pairs.)  (When the bell rings, teacher shares one or two examples of how students used sounds and words they knew to solve the word.)  You all did such a great job remembering that readers read new words by using the parts and sounds in the words they know. You asked yourselves, “Do I know any words or sounds that can help me read this?” |
| ***Link:***  Today and every day, I want you to remember all of your strategies that you are gathering this year. Today, we talked about a specific word-solving strategy of using words and sounds that help us to read unfamiliar words.  When you are reading during independent reading time today, you can begin practicing this on your own. Remember, ask yourself, “Do I know any words or sounds that can help me read this?”  (optional) Sing the song to the tune of Farmer in the Dell:  Use the words and sounds,  Use the words and sounds,  Use the words and sounds you know  To help you read the word.  Now, off you go! |
| **Mid-Workshop Teaching Point:**  Stop students and ask if everyone is finding words and sounds they know to help them read the words. |
| **Share:** |

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| **Unit 2 Mini Lesson 8** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers notice and tackle tricky parts: Chunking parts of words, drawing on meaning as well as phonics. |
| **Teaching point:** | Readers make sure their reading makes sense and looks right by paying attention to word endings. |
| **Catchy phrase:** | “Have I seen this ending before?” “Does it look right AND make sense? |
| **Text:** | Under the Canopy, Rigby On Our Way to English |
| **Chart:** | “How we tackles the bumps in the road ongoing chart” (Famer in the Dell) |
| **Standard:** | 2.RF.3              Know and apply grade-level phonics and word analysis skills in decoding words.  d.   Decode words with common prefixes and suffixes.  2.RF.4              Read with sufficient accuracy and fluency to support comprehension.  C.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection: (1-2 mins.)***  We’ve been working hard these past few days on how we tackle tricky words. Yesterday, we talked about using the words and sounds we know to help us solve new words. We even sang a song and added it to our chart to help us remember that new strategy. Readers use many strategies all at the same time to help them solve unknown words.  Today, we are going to start talking about a new strategy for solving unknown words. Readers make sure their reading makes sense and looks right by paying attention to word endings. They ask themselves, “Have I seen this ending before?” “Does it look right AND make sense?” and then they use it to help them read the word to see if it makes sense and looks right. |
| ***Teach: (4-6 mins.)*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  So I just taught you that readers make sure their reading makes sense and looks right by paying close attention to word endings. Now, I’m going to show you how I do that.  Watch me as I pay close attention to the end of a word that I don’t know. You will see me looking at the word, looking at the ending and seeing if it makes sense and looks right.  See this word I’m pointing to. (Teacher gets the book and opens to page 25 looking and pointing to the word ‘walked’) I’m going to read this sentence out loud. (Teacher reads the word ‘walked’ as walk). Well, that sounds okay. Now, I need to look at the end of the word and ask myself, “Have I seen this ending before?” Yes! I’ve seen the ending /ed/ in the word jumped and skipped. It sounds like /t/ even though it has a -ed at the end. Weird!  Now, I’m going to reread the word and see if it makes sense AND looks right. (Teacher reads the word ‘walked’ correctly.) Okay, walk-t. (Read the sentence) As I walked with Grandfather into the forest, he started to look worried. Yay! That makes sense and looks right! I paid close attention tothe end of the words jumped and skipped, and I used the /t/ sound on the new word, and it worked!  Wow! I did a great job using my new word-solving strategy. I asked myself, “Have I seen this ending before?” Then, I realized I had, and I used the other endings of the words to help me with my new word. Then I asked myself, “Does it look right AND make sense?” and it did. I rocked! (emphasize the end of the word) |
| ***Active Involvement: (2-4 mins.)***  You’ve been watching me use my new word-solving strategy of paying close attention to the ends of words to be sure it makes sense and looks right. Now, you’re going to get a chance to practice this with a partner.  See this word I’m pointing to? (Turn to page 6, point to the word ‘grows’) When I ring the bell, you will turn and talk to your partner about this word. Don’t shout it out! Together, pay close attention to the ending of this word. Think about what words you’ve seen it in. What do you know about how it sounds in those words? How can this help you with this new word? Ask yourselves, “Have we seen this ending before?” Then, apply it to the new word. Then ask, “Does it make sense AND look right?  (Teacher rings bell. Student partners work together to solve the word. Teacher roams the carpet listening in on pairs.)  (When the bell rings, teacher shares one or two examples of how students paid close attention to the word ending to see if it made sense and looked right. )  You all did such a great job remembering that readers read new words by paying close attention to the endings of words and checking to make sure that they don’t only make sense, but LOOK right too. You asked yourselves, “Have I seen the ending of this word before? Then you used it with the new word to make sure it looked right AND made sense. |
| ***Link: (1-2 Mins.)***  Readers, I want you to remember all of your strategies that you are learning this year. Today, we talked about a specific word-solving strategy of paying close attention to word endings to see if it made sense AND looked right.  When you are reading during independent reading time today, you can begin practicing this on your own. Remember, ask yourself, “Have I seen this word ending before?” Then try to use what you know about that word ending with the new word. Then check to make sure if it makes sense AND looks right.  (optional) Sing the song to the tune of Farmer in the Dell:  Pay attention to the ends of words  Pay attention to the ends of words  Pay attention to the ends of words  And you’ll read a new word.  Now, off you go! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 9** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers read known words in a snap and check to make sure new words make sense. |
| **Teaching point:** | Readers know that not all words give you trouble. Some you just know in a snap! |
| **Catchy phrase:** | SNAP acronym  So  Not  A  Problem! |
| **Text:** | Carlos y el zorillo Carlos and the Skunk, by Jan Romero Stevens |
| **Chart:** | Ongoing chart of Tackling bumps in the road.  Sight/snap/High Five word list  Snap acronym chart |
| **Standard:** | 2.RF.4              Read with sufficient accuracy and fluency to support comprehension.  C.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  We’ve been working hard these past few days on how we tackle tricky words. We’ve looked at word endings, we’ve looked at words inside of other words, (refer to the chart “How we tackle the bumps in the road”.)  You’ve all been reading for several years. Some of you since before Kindergarten. You have read many books for hours and hours.  When you read a lot, you see a lot of words. Now,you have collected SO many words that you don’t need to work to figure out. They are a snap! (Use TPR) We call them snap words!  When we can read words quickly, in a snap, it makes it easier for our brain; it makes room for you to think about the meaning of the book instead of working really hard on a word.  When that happens, you can say to yourself, SNAP! (Use TPR) Snap words are…  So  Not  A  Problem!  Readers know that not all words are tricky words. Some you just know in a snap! |
| ***Teach:*** *(Demonstration,* ***Shared Example****/Explanation, Inquiry, or Guided Practice)*  (In advance, prepare a jar with 150 marbles in it to symbolize their 150 sight words they should have according to research.)  Did you know that there are people who are interested in learning about how children read? These people are called researchers. They study children to learn about their reading. Researchers have found that 2nd grade readers should know 150 snap words! Can you believe that? That’s a lot!  Readers need to build up their snap word collection, so reading is more fun. If you have a lot of snap words, then your brain has more room to pay attention to what you are reading and what it means.  I’m going to show you how I use snap words. Not all words give me trouble, I just know them in a snap! (Teacher opens to the page of Carlos and the Skunk where Carlos gets sprayed by the skunk.) Watch me as I share my collection of snap words on this page.  (In advance, teacher has highlighted with highlighter tape thirty to forty snap words that he knows on the page) These words that are yellow are my snap words. I know them right away without even thinking.  My snap word collection is growing and growing and growing all the time. I love reading because I have so many snap words in my collection, I can read and enjoy my book. I don’t have to think about every word. I can use my brain power to understand the message of the book.  It was hard work building my collection of snap words, but now that it’s done, I can read any book I want and enjoy it! It was worth the work, and I love my snap words!  Readers know that not all words are tricky words. Some you just know in a snap! (Use TPR) Snap words are…  So  Not  A  Problem! |
| ***Active Involvement:***  I showed you all of the snap words I know on this page of the book. I’ve been reading a lot longer than you, so I have a lot more snap words than you do. I’m still building my snap words every day. As you read more and more books, you will also build your collection of snap words so that you can understand and enjoy more books.  We have lots of snap words on the walls around the room and in our books. When I ring the bell, you and a partner are going to look around you and share some of your snap words with each other. You are not going to get up, you can do this just by looking with your eyes and pointing to the words.  (Teacher rings bell. Student partners work together to find snap words. Teacher roams the carpet listening in on pairs.)  (When the bell rings, students stop. Teacher shares one or two examples of snap words that students shared with their partners. )  Good job locating snap words! I can tell you guys are really starting to build your collections. Give yourselves a pat on the back and remember readers know that not all words are tricky words. Some you just know in a snap! (Use TPR) Snap words are…  So  Not  A  Problem! |
| ***Link:***  Today we talked about building our collection of snap words so that we can enjoy our stories and understand them better. You all need to work on reading a LOT of books so that your snap word collections get bigger and bigger every day. The bigger it is, the better you will understand what you are reading. Remember too that researchers say you should have 150 snap words in your collection by second grade, so let’s get to work building more! Snap to it! (wink!)  When you are reading during independent reading time today, you can begin practicing this on your own. Remember, not all words are tricky words. Some you just know in a snap!  Before you go, let’s remember snap words are… (students shout)  So  Not  A  Problem! |
| **Mid-Workshop Teaching Point:**  Would anyone like to share a new snap word they have used today? |
| **Share:** |

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| **Unit 2 Mini Lesson 10** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers read known words in a snap and check to make sure new words make sense. |
| **Teaching point** *(Kid language!)***:** | Readers recognize more sight words by frequently reading the word wall.  Readers recognize more snap words by frequently reading the word wall. |
| **Catchy phrase:** |  |
| **Text:** |  |
| **Chart:** | Tackling the bumps in the road ongoing chart |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Remember yesterday how we learned about our snap words. Well some words we read in books are not snap words yet but should be. We need to practice reading these words every day to help build up our collection of snap words. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*Today I am going to teach you how to use our word wall to learn and recognize more snap words. Now watch as I practice reading the word wall. (Teacher reads the word wall). “Wow, this word is a little hard for me it is not a snap word yet. I think I need to practice this word a whole bunch more. I will write it down on this card so I can practice it.” (Teacher shows a few cards with words already on them and that are on a ring. Teacher adds new word to it.) “Here are a few words that I know I need to practice.” (Teacher models practicing words on ring). I am practicing these cards to learn more snap words because readers recognize more snap words by frequently reading the word wall. |
| ***Active Involvement:*** Turn to a partner and discuss what you did. |
| ***Link:*** Remember you can look at the word wall to learn more snap words because Readers recognize more snap words by frequently reading the word wall. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 11** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers fix our reading when we make a mistake. |
| **Teaching point** *(Kid language!)***:** | Readers get ready for words that are coming by thinking about what word would make sense and how it might look. |
| **Text:** |  |
| **Chart(?):** | Bumps in the road chart – strategy chart |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** We’ve been looking at different strategies to use when we get to a tricky word (teacher points to bumps in the road chart). Today we are going to learn about how readers get ready for words that are coming by thinking about what word would make sense and how it might look. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Watch as I show you how I can get ready for a tricky word by thinking about what word would make sense and how it might look. (Teacher models think aloud using a big book) “If I am getting ready to read this page about a little boy who just fell down and cried, I am thinking I will see the “cr” at the beginning of the word and a “D” sound at the end of the word, now I’ll look at the word to see if that matches…if it doesn’t I can try again. Still holding what I think the word will mean in my head to help me because Readers get ready for words that are coming thinking about what word would make sense and how it might look. |
| ***Active Involvement:***  (Teacher shows another page from the big book with a word highlighted that we want them to figure out) Students turn to their partner and explain how they figured out the word. |
| ***Link:*** Today when you are reading and encounter a tricky word. Readers get ready for words that are coming by thinking about what word would make sense and how it might look. |
| **Mid-Workshop Teaching Point:** Partners can remind each other/prompt each other what would make sense and to reread the word. |
| **Share:** |

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| **Unit 2 Mini Lesson 12** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers fix our reading when we make a mistake. |
| **Teaching point** *(Kid language!)***:** | Readers check their reading by using these three questions: Does it sound right? Do the letters match? Does it go with what is happening? |
| **Text:** |  |
| **Chart(?):** | Bumps in the road /Cross Checking poster |
| **Standard:** | 2.L.4 -Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Remember yesterday we talked about how readers get ready for words that are coming by thinking about what word would make sense and how it might look. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  (Teacher has previously added the three questions to the bump in the road chart so she can refer to them as she teaches).  “Class today we are going to talk about three questions we ask ourselves as readers when we need to check our reading. These questions are:  Does it sound right?  Do the letters match?  Does it go with what is happening?”  *PAUSE AFTER EACH QUESTION*to emphasize the importance of each question.  “Watch as I show you how to ask these three questions as I am reading.” (Teacher models think aloud and the encounter with a particular word that is tricky and asks herself the three questions). Remember readers check their reading by using these three questions: Does it sound right? Do the letters match? Does it go with what is happening? (Teacher models this strategy a couple of times and pauses after each question.)  “Wow, those three questions really helped me check my reading and helped me figure out the tricky words.” |
| ***Active Involvement:*** Teacher reminds students that readers check their reading by using these three questions: Does it sound right? Do the letters match? Does it go with what is happening?  Teacher has students echo the three questions while counting off the questions on their fingers. 1.2.3. |
| ***Link: “***Today I want you to read with a partner sharing one book between the two of you” (make sure pairings are ability-based e.g. a level 16 with a level 16.) When your partner encounters a tricky word be sure to ask them the three questions” (teacher models questions ticking them off on her fingers). Make sure you help your partner with these questions because readers check their reading by using these three questions. |
| **Mid-Workshop Teaching Point:**  **“**Readers don’t forget to check your partners reading by using these three questions: Does it sound right? Do the letters match? Does it go with what is happening?” |
| **Share:** |

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| **Unit 2 Mini Lesson 13** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers fix their reading when they make a mistake. |
| **Teaching point** *(Kid language!)***:** | Readers stop when something sounds wrong. They fix it by stopping, checking the words, and trying again. |
| **Text:** |  |
| **Chart(?):** | Bumps in the road |
| **Standard:** | 2.L.4 -Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  2.RF.4.c Use context to confirm or self-correct word recognition and understanding , rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Remember how yesterday when we got stuck we asked ourselves three important questions 1. Does it sound right? 2. Do the letters match? 3. Does it go with what is happening? Today we are going to learn about how readers stop when something sounds wrong. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Watch how I read this book. (Teacher reads making an error on the same word that appears multiple times in a passage and not stopping). Teacher thinks aloud…”Wow that didn’t make any sense I shouldn’t have kept reading. Readers stop when something sounds wrong. They fix it by stopping, checking the words, and trying again.”  “I should try that again…(Teacher rereads passage stopping checking and fixing words with various strategies.). “Wow, this really makes sense now…it is important for me to remember to stop when something sounds wrong and not keep reading. I need to remember that readers notice when something sounds wrong and fix it by stopping, checking the words, and trying again.” |
| ***Active Involvement:***  “Now I am going to read some more. I want you to listen as I read and think about whether what I am saying makes sense or not. If it doesn’t tell me to stop so I can go back and check the words and try again.” (Teacher reads and makes mistakes that students catch) |
| ***Link:***  Remember as you read remember to pay attention to what you are reading and think about whether or not what you are reading makes sense because remember Readers stop when something sounds wrong. They fix it by stopping, checking the words, and trying again. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 14** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers fix their reading when they make a mistake |
| **Teaching point** *(Kid language!)***:** | Readers fix their errors by rereading and putting it all together to make it sound smooth. |
| **Text:** |  |
| **Chart(?):** | Bumps in the road |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Yesterday we learned about how readers notice when they make mistakes and stop to check what they read and try a different strategy. Today I want to show you how after trying a different strategy you need to go back and reread to put it all together and read smoothly. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Watch as I read this book. When I am reading if I make a mistake I need to stop, fix the mistake and go back and reread.  (Teacher reads, makes a mistake, fixes it up and rereads smoothly)  “When I do this I am putting it all together to make it sound smooth like as if I were talking.”  “Listen as I show you again.” (Teacher models again on another page).  Remember that readers fix their errors by rereading and putting it all together to make it sound smooth. |
| ***Active Involvement:***  Teacher posts a sentence with a very hard multisyllabic word. Teacher asks students to sit with their partner and read the sentence, reminding students that they need to reread to make it sound smooth after they figure out the tricky word. Students read the sentence and after decoding the hard word they go back and reread it to make it sound smooth. |
| ***Link:***  Today and every day you when you get to a tricky word remember to fix it up then go back and reread smoothly. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Unit 2 Mini Lesson 15** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers make sure that they don’t just read the words, we understand them-then they read more and more. |
| **Teaching point** *(Kid language!)***:** | Readers are curious word collectors they learn new words by writing them down and sharing with a partner. |
| **Text:** |  |
| **Chart(?):** | Bump in the road |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Yesterday we practiced rereading to fix our mistakes and make our reading sound smooth/ fluent. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Today I am going to teach you a new strategy. Sometimes when I am reading I come across a word I don’t know or that is interesting. When this happens, I usually try to figure out what the word means by what is happening in the story. I like to also write it down on a sticky note to share with a friend. My friend can help me figure out what the word means.  (Teacher models this process using a student as her “friend”) We want to keep some sticky notes with us because we might find lots of new and interesting words that we may not understand.  As I read I will keep writing down these words because readers are curious word collectors they learn new words by writing them down and sharing with a partner. |
| ***Active Involvement:***  (Use piece of writing from yesterday) Have a volunteer come up and point to a new or interesting word. Teacher acts as student’s friend and helps student figure out what word means. |
| ***Link:*** Remember readers are curious word collectors they learn new words by writing them down and sharing with a partner. As you read today I want to make sure you remember to write down any new and interesting words that you find. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Unit 2 Mini Lesson 16** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers make sure that we don’t just read the words, we understand them-then we read more and more. |
| **Teaching point** *(Kid language!)***:** | Readers figure out what a word means by using context clues: the words around, the picture and what is happening in the story. |
| **Text:** |  |
| **Chart(?):** | Bump in the road chart |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we were curious word collectors. We wrote new and interesting words on stickies and shared them with our friends. They helped us figure the words out. Today I want teach you how you can figure out the words yourself when you are reading. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Today I am going to teach how to use context clues to help you figure out unknown words. Context clues are clues in the text that help us figure out the meaning of words. These include the words around our curious word, the picture in the book, and what is happening in the story.  Teacher shows a big page with a covered word. Then reads that page and… “says hmmm, what makes sense here? I tried to decode it but it still doesn’t make sense. I know!!! I need to use my context clues, because readers figure out what a word means by using context clues: the words around, the picture and what is happening in the story.”  Teacher models think aloud: models an incorrect guess but then realizes aloud that the word doesn’t make sense then uses picture clues and thinks about what is happening in the story to come up with the correct word.  “Wow that makes sense now! I know what this curious word means.” I have to remember that readers figure out what a word means by using context clues: the words around, the picture and what is happening in the story. |
| ***Active Involvement:***  Teacher shows a new page with another masked word. Students turn to their partner and try to figure out what the masked word is using context clues. |
| ***Link:*** Now you are going to go back and read…when you come across one of your stickies, try to figure out what that word means by using your context clues. Remember that readers figure out what a word means by using context clues: the words around, the picture and what is happening in the story. |
| **Mid-Workshop Teaching Point:** |
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| **Unit 2 Mini Lesson 17** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers make sure that we don’t just read the words, we understand them-then we read more and more. |
| **Teaching point** *(Kid language!)***:** | Readers hold onto meaning by using synonyms on tricky words. |
| **Text:** |  |
| **Chart(?):** | Bumpy road |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Yesterday we learned how to use context clues to help us figure out the meaning of words. |
| ***Teach:*** Teacher think aloud: Teacher models same passage from yesterday and remembers how she used context clues to come up with the meaning of the word. Then she says “AHHHHH! I know a word that I think means the same thing…when a word means the same thing it is called a synonym.  When I read and find a really tricky word I try to figure out what it means by the context clues. Then I think of another word that I already know that might mean the same thing. Then I use that word instead of continuing to read. If it makes sense then I know the words probably mean the same thing.  Now I know two words that mean the same thing! I am going to write the tricky word on my sticky and now when I see that word again I will be able to read it and know what it means because readers hold onto meaning by using synonyms on tricky words. |
| ***Active Involvement:***  Teacher gives two examples of a substituted word using the same sentence. (One that is incorrect, and the other makes sense.) Students listen and figure out which word makes sense and which word doesn’t and shares this with a partner. |
| ***Link:*** Remember readers hold onto meaning by using synonyms on tricky words. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 18** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers make sure that they don’t just read the words, they understand them-then they read more and more. |
| **Teaching point** *(Kid language!)***:** | Readers continue to build their stamina by continuing to read more and create new goals. |
| **Text:** |  |
| **Chart(?):** | Bumpy road chart |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** This year we have been working on building our reading stamina. You have had goals and have been keeping a log of your reading. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Today I want to teach you how readers continue to build their stamina by continuing to read more and create new goals. We need to look at our reading logs to see what we have been doing and then set new goals.  Teacher shares a students’ reading log (who has a LOT of reading done) and models how to set a new reading goal. Doing a think aloud as she goes. Then teacher models how to set a goal with a log of an unidentified student who has minimal reading done. Then thinks aloud how to add more time to this log and gives a suggestion. (Goals should be one step ahead and attainable.)  “Our reading goals encourage us to build more stamina, remember readers continue to build their stamina by continuing to read more and create new goals.” |
| ***Active Involvement:***  Teacher shows a 3rd students log and partners discuss what they think a new goal should be because Readers continue to build their stamina by continuing to read more and create new goals. |
| ***Link:***  When you go off to read today quickly look at your reading log and be thinking about what you would like your new reading goal to be. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 19** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers make sure that we don’t just read the words, we understand them-then we read more and more. |
| **Teaching point** *(Kid language!)***:** | Readers learn new words by smoothly rereading the sentence with the new word in it. |
| **Text:** |  |
| **Chart(?):** | Refer to Bumpy Road Chart |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Remember how the other day we learned that when we found a tricky word we had to go back and reread that sentence or phrase. Today we will learn why it’s important to go back and reread. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  “As readers we know that it is important to go back and reread when we get to a tricky word. It’s also important to re-read because it helps us smooth out our reading so that it sounds like talking and helps us learn the new word at the same time. Readers learn new words by smoothly rereading the sentence with the new word in it.”  Teacher models reading a passage. As the teacher reads, the teacher makes a mistake and goes back and rereads the passage reading it smoothly the 2nd time around. (The teacher reads fluently so that it sounds like she is talking).    Remember, readers learn new words by smoothly rereading the sentence with the new word in it. |
| ***Active Involvement:***  Turn to your partner and discuss why it’s important to re-read when you come to a sentence that has a tricky word. (Teacher listens in on students conversations). |
| ***Link:*** Now as you go off to read with your partner, remember to re-read when you get to a sentence with a tricky word because readers learn new words by smoothly rereading the sentence with the new word in it. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 20** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers make sure that we don’t just read the words, we understand them-then we read more and more. |
| **Teaching point** *(Kid language!)***:** | Readers remember new words by using them when retelling. |
| **Text:** |  |
| **Chart(?):** | Refer to Sticky Note Word Collector |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Remember when we used our sticky notes to collect our new and interesting words. We can use those words when we are retelling. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Today I am going to show you how I use my new and interesting words when retelling a story. Watch as I retell this story using my sticky notes.  (Teachers grabs pre-made giant stickies with vocabulary words from a story. Then teacher uses the stickies to retell the story, making sure to use the words in the retell that are written on the stickies.)  Readers remember new words by using them when retelling. |
| ***Active Involvement:***  I am going to show you a VERY familiar story. I have collected some new vocabulary words they are: ----, -----, ------. Now I want you to turn to your partner and retell the story using these words. |
| ***Link:*** Now as you are reading keep track of your new and interesting words and in 20 minutes I am going to stop you. At that point, retell the story with your partner using your new and interesting words because readers remember new words by using them when retelling. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 21** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers make sure that we don’t just read the words, we understand them-then we read more and more. |
| **Teaching point** *(Kid language!)***:** | Readers remember what is happening in the story by touching each page and retelling the big parts. |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Remember how yesterday we practiced retelling stories using our new and interesting words. Today I want to teach you how to keep track of the story as you read. |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Today I want to remind you that we can get back on track by touching each page to retell the big parts of the story.  Teacher models getting stuck on a word or part of a story and losing track. Teacher then says, “Oh, no. I forgot what was happening. I was so focused on this tricky word that I can’t remember what was happening in this story. So I need to go back and touch each page and say the big parts of the story that happened on each page. This will help get me back on track because; readers remember what is happening in the story by touching each page and retelling the big parts. So this is the part when ----------- and this is the part where ------------.” (Teacher exaggerates this)  This helps me because now I remember the story. Readers remember what is happening in the story by touching each page and retelling the big parts. |
| ***Active Involvement:***  Turn to a partner and tell what readers do when they lose track of their reading. (Students should repeat the teaching point). |
| ***Link:*** Today and every day, when you lose track of your reading go back and touch each page and tell the important parts because readers remember what is happening in the story by touching each page and retelling the big parts. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |