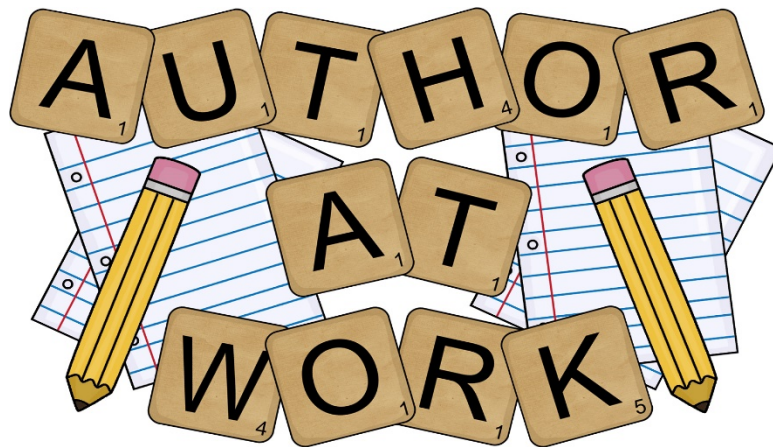


# Second Grade ELA



○ Dear Parents,

Our class is about to begin a reading journey. In our Reading Fundamentals Launching Unit we are going to learn what it means to be a part of a reading community. In our reading workshops we will designate a special time and place to read every day and learn skills and strategies that will help us become better readers. For example, students will learn how to make connections between what they are reading and their own personal lives.

In our Launching Unit we will be reading one reference book titled *Hungry, Hungry Sharks!* by Joanna Cole, which shows students that books don't just tell stories but that they can also use them to find information and to learn. We will explore poetry when we read *Nasty Bugs*, a book of poems selected by Lee Bennett Hopkins.

○ Three of our books, *A Story for Bear* by Dennis Haseley, *Miss Brooks Loves Books! (and I don't)* by Barbara Bottner, and *Interrupting Chicken* by David Ezra Stein, examine the art of storytelling, the love of reading, and how rewarding it is to be a part of a reading community. We'll use our final book, *King of the Playground* by Phyllis Reynolds Naylor, to discuss how we can form opinions about a book and use evidence from the book to support our opinions. We will learn how to use our books to create meaningful conversations about life in general.

At home you can discuss with your child what types of books you like to read and with whom you share a reading community. Some adults are part of reading communities such as book clubs. If you are part of a book club, or have ever been part of one, discuss with your child why it is fun to talk with others about the books we read. Take the time to discuss with your child the books that he or she is reading and have your own reading workshop at home.

It is a pleasure working with your child on the skills and strategies that we need to be a good reader, as well as exploring all these great books. I look forward to taking this reading journey with your child.

○ Best regards,

# The Bunny's Wish

by Kathy Riley

One day, a long time ago, a fairy became stuck in a thorn bush.

"Help, help!" the fairy cried

"Someone please help me get out of this thorn bush."

A bunny was hopping by. He heard the fairy's cries. He stopped to see what was wrong.

"What is wrong little fairy?" the bunny asked.

"I'm stuck in this thorn bush," cried the fairy. "I cannot get out. Please help me get out of this thorn bush."



The bunny thought. He had been out looking for food. His family was hungry.

It was getting late and he did not want to go home without food for his family. But the fairy needed help. He decided to help the fairy.

"I will help you," the bunny said.

"I will be right back."

The bunny found two big leaves and wrapped them around his paws. He pulled back the thorn branch and the fairy flew out.





"Thank you bunny," said the fairy. "You did not have to help me. I know you were looking for food for your family. I am going to grant you one wish. What will it be?"

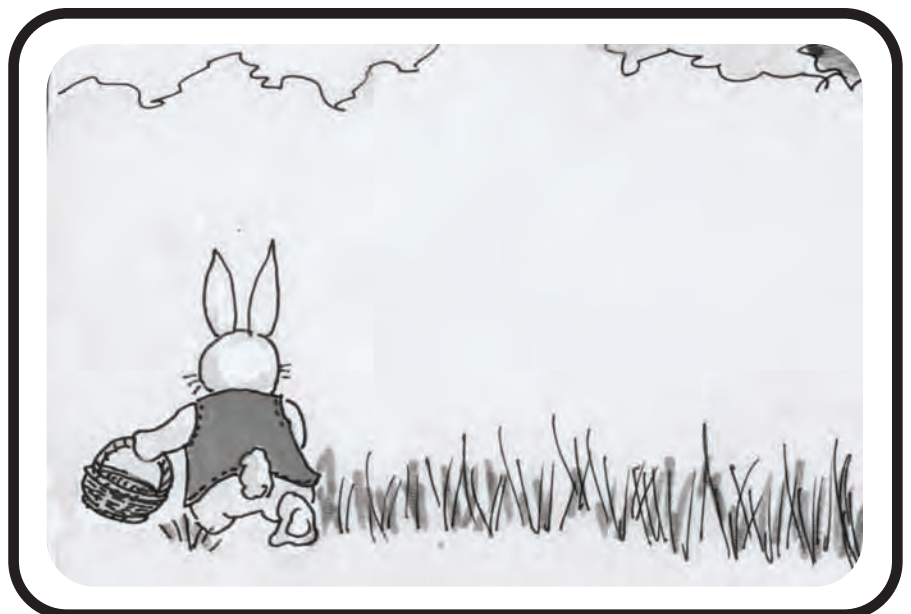


The bunny knew what he wanted.

"I wish my family would never be hungry again," said the bunny.

"Go home and see what is there," said the fairy, and she flew away.

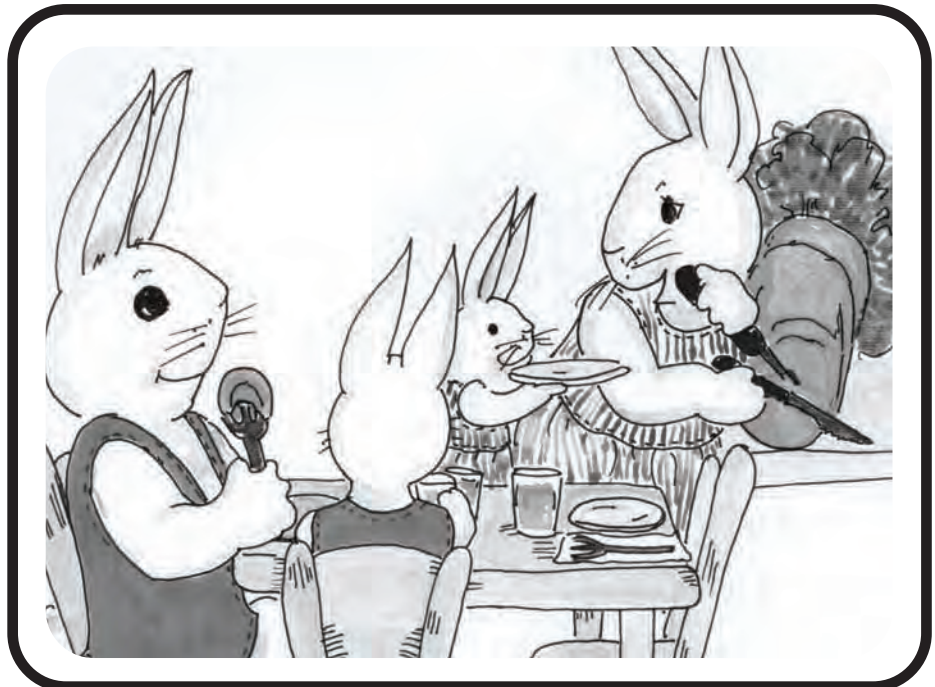
The bunny hopped home. Before he could tell his story, his family came out to meet him.



"Daddy, Daddy," they cried. "A giant carrot has grown right outside our home. It is so big it will feed us forever! How did it get there?"



"I will tell you the story over dinner," smiled the bunny. "Let's eat!"





# Chicka-Dee-Dee-Dee!

by Charnan Simon

from *Zootles®: Backyard Birds*

Chicka-dee-dee-dee! Pip, the little black-capped chickadee, hopped busily under the privet hedge. Pip scratched in the frozen dirt, looking for insects. It was hard finding food in winter. Pip flitted over the snow to a nearby holly bush. He settled in to make a breakfast out of the bright red berries. But still—Pip was waiting, waiting . . .



Illustrations by Kristin Kest

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Ank! Ank! Ank! Jocko the white-breasted nuthatch swooped past Pip. Jocko flew to the top of the old maple tree. He began climbing his way headfirst down and around the trunk of the leafless tree. Jocko looked at the world upside-down! He found insects in the wood that other birds missed. Today, he also found an acorn he had stored last week, wedged under a loose slab of bark. Jocko used his sharp beak to hack, hack, hack that acorn to pieces. But still—Jocko was waiting, waiting . . .





Flash! Mr. Cardinal flitted to a high branch of the tall white pine. Nobody could miss his bright red feathers! Mrs. Cardinal was more private. She preferred to look for breakfast under the thick tangle of barberry bushes. Mr. and Mrs. Cardinal had nested in this yard for years. There were brush piles to hide in and good things to eat—sunflowers, and coneflowers, crabapples, Juneberries, and tall wild grasses. But food was scarce in winter, and on this bright cold morning, Mr. and Mrs. Cardinal were waiting, waiting . . .



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And here it came! The back door of the house opened, and the people came out. They scooped sunflower seeds into the bird feeder. They put suet into the suet basket. They poured fresh water into the wide, shallow bird bath.

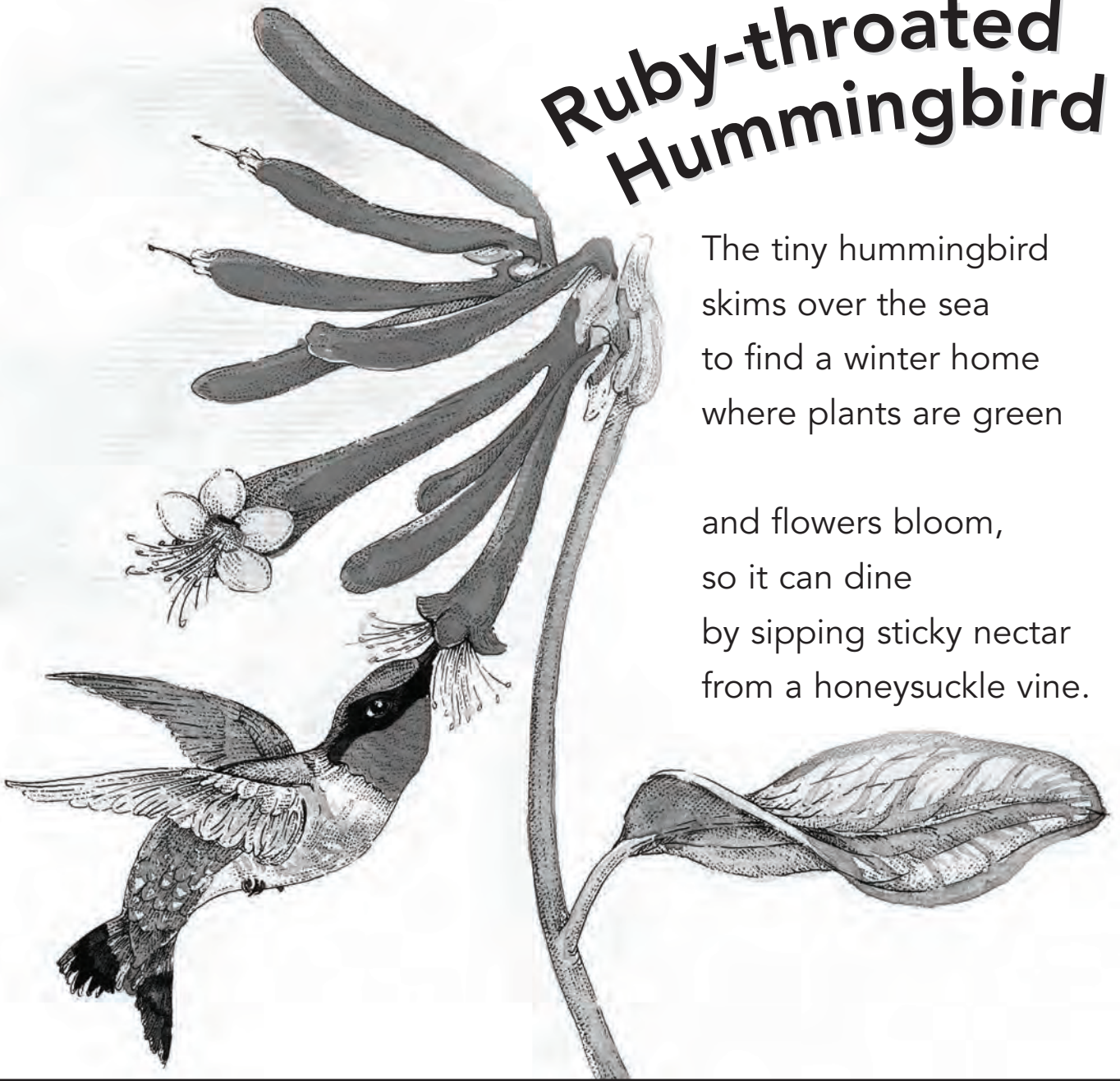
Friendly little Pip flew right over. Thank you! he seemed to say as he began his good breakfast. Chicka-dee-dee-dee!



# Ruby-throated Hummingbird

The tiny hummingbird  
skims over the sea  
to find a winter home  
where plants are green

and flowers bloom,  
so it can dine  
by sipping sticky nectar  
from a honeysuckle vine.





*A peanut sat on a railroad track,  
His heart was all a-flutter,  
'Round the bend came train number 10,  
Toot-Toot! Peanut Butter!*

## Nutty for Peanuts?

by Karen Smith

Nuts like acorns, walnuts, pecans, and almonds grow on trees. However, the peanut grows under the ground because it is not really a nut! Peanuts belong in the bean family. There are different names for peanuts. Some of the names are goobers, goober peas, groundnuts, and earthnuts.

### Grow Your Own!

You can grow peanuts in a home garden by buying raw peanuts at the store, taking them out of the shell, and planting them in the ground. Peanuts grow best when it is hot, so plant the peanuts around May. You might add a little sand to the soil so the plants don't stay too wet. A plant will start growing in about one month. Flowers will also be on the plant. You will not see the peanuts since they are growing under the ground. It usually takes about 4 to 5 months for peanuts to grow. When the plant droops and begins to turn yellow, then the peanuts are ready to harvest, or pick. Once you have peanuts, then you can make peanut butter.



There are four kinds of peanuts grown in the United States: Runner, Virginia, Spanish, and Valencia. All four of these grow under the ground.

If you do not grow your own peanuts, you can buy roasted peanuts at the store. If you buy them, then go directly to the **Making Peanut Butter** directions.



# Making Peanut Butter

If you bought roasted peanuts at the store, remove the red hull or skin, and then you are ready to make peanut butter.

1. Put 2 cups of roasted peanuts into a blender.  
You can use a measuring cup or the measuring guide on your blender.
2. Add 1 teaspoon of vegetable oil.
3. Add a pinch of salt.
4. Blend until it is creamy like peanut butter.



If you want extra flavor or sweetness, you can add brown sugar, honey, molasses, or chocolate chips to the peanut butter. Store your peanut butter in a jar, or any container with a top. Put it in the refrigerator and it will stay good for 2 weeks.



Homemade peanut butter is yummy, it is good for you, and it is fun to make! You can tell your friends you made "Goober Butter" and ask them if they want to taste how delicious it is!

Invite your friends over to make peanut butter sandwiches. First, toast slices of whole wheat bread. Next, spread your peanut butter on the toast. Lastly, add some banana slices and honey. They're surprisingly delicious, and they're good for you, too!

## Resources:

<http://www.ipm.iastate.edu/ipm/hortnews/1997/5-2-1997/peanuts.html>  
<http://www.ag.fvsu.edu/teletips/vegetables/150.cfm>  
[http://www.associatedcontent.com/article/1399189/tips\\_for\\_growing\\_peanuts.html?cat=32](http://www.associatedcontent.com/article/1399189/tips_for_growing_peanuts.html?cat=32)  
<http://stanford.wellsphere.com/healthy-cooking-article/how-to-make-peanut-butter-at-home/1669>  
<http://www.mahalo.com/how-to-make-peanut-butter>  
[http://kidshealth.org/kid/recipes/recipes/peanut\\_butter.html](http://kidshealth.org/kid/recipes/recipes/peanut_butter.html)  
<http://www.wikihow.com/Make-Peanut-Butter>

# Little Porcupine is Different

by Shirley Kyle

"Wake up Little Porcupine," said Mama. "Today is your first day of school."

Little Porcupine sat up in bed. "Oh Mama, do you think I will make lots of friends?"

"Yes, you will make lots of new friends today. Now get up," said Mama.

In the kitchen, Mama gave Little Porcupine a bowl of berries for his breakfast.

As he ate, he dreamed of the fun that he would have playing with his new friends.



At school, Little Porcupine found a seat next to Mole and Squirrel.  
"Hello," said Little Porcupine.

Mole and Squirrel looked at Little Porcupine and said, "What are you?"

Little Porcupine said, "I am a Porcupine."

"Oh," said Mole and Squirrel as they got up to find new seats.



Little Porcupine did not know why Mole and Squirrel moved.

Then he heard the animals laughing and saying, "Look at him. He does not have soft, smooth fur like us. He has long, sharp quills that are ugly. We will not let him play with us at recess."

When the bell rang for recess, Little Porcupine slowly went outside. He still thought maybe the animals would play with him, but no one asked him to play.

Little Porcupine sat down under a tree all by himself and began to cry.

"I hate school," he said. "No one likes me. I want to go home."



That afternoon as Little Porcupine walked home, he could hear the animals playing.

He wished that they liked him, but he was different and they did not like the way he looked.

Suddenly there was a yell.  
"Please don't eat us Mr. Fox,"  
said the animals.

Little Porcupine ran to see what was going on. He saw a fox and it had Mole.

Little Porcupine ran up to the fox and said, "If you do not let Mole go, I will stick you with my quills."

Mr. Fox was scared of Little Porcupine's quills, so he let Mole go and ran away.

"Oh, thank you," said all of the animals. "Your quills saved Mole. We will not laugh at you any more. We want you to be our friend, if you will."



"I would love to be your friend,"  
said Little Porcupine. "Can we  
play a game now?"



# **Listen**

by Lucinda L. (age 10)

Can you hear me when I talk?

Do you listen when I speak?

Will you laugh at my thoughts?

Will you understand where I come from?

Do you want to be a friend?

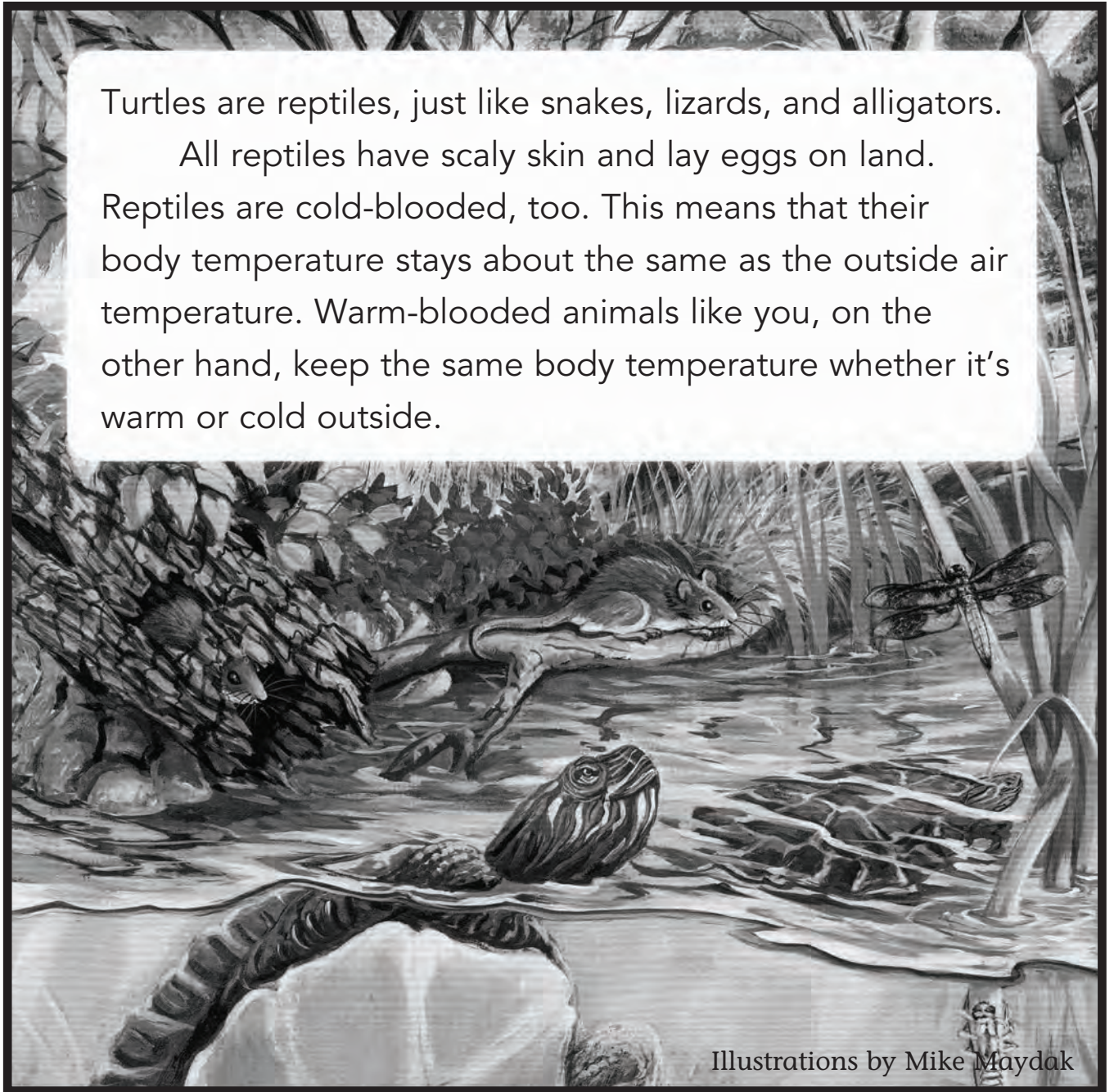
Can you hear me when I talk?

# Turtle Temperature

from *Zootles®: Turtles*

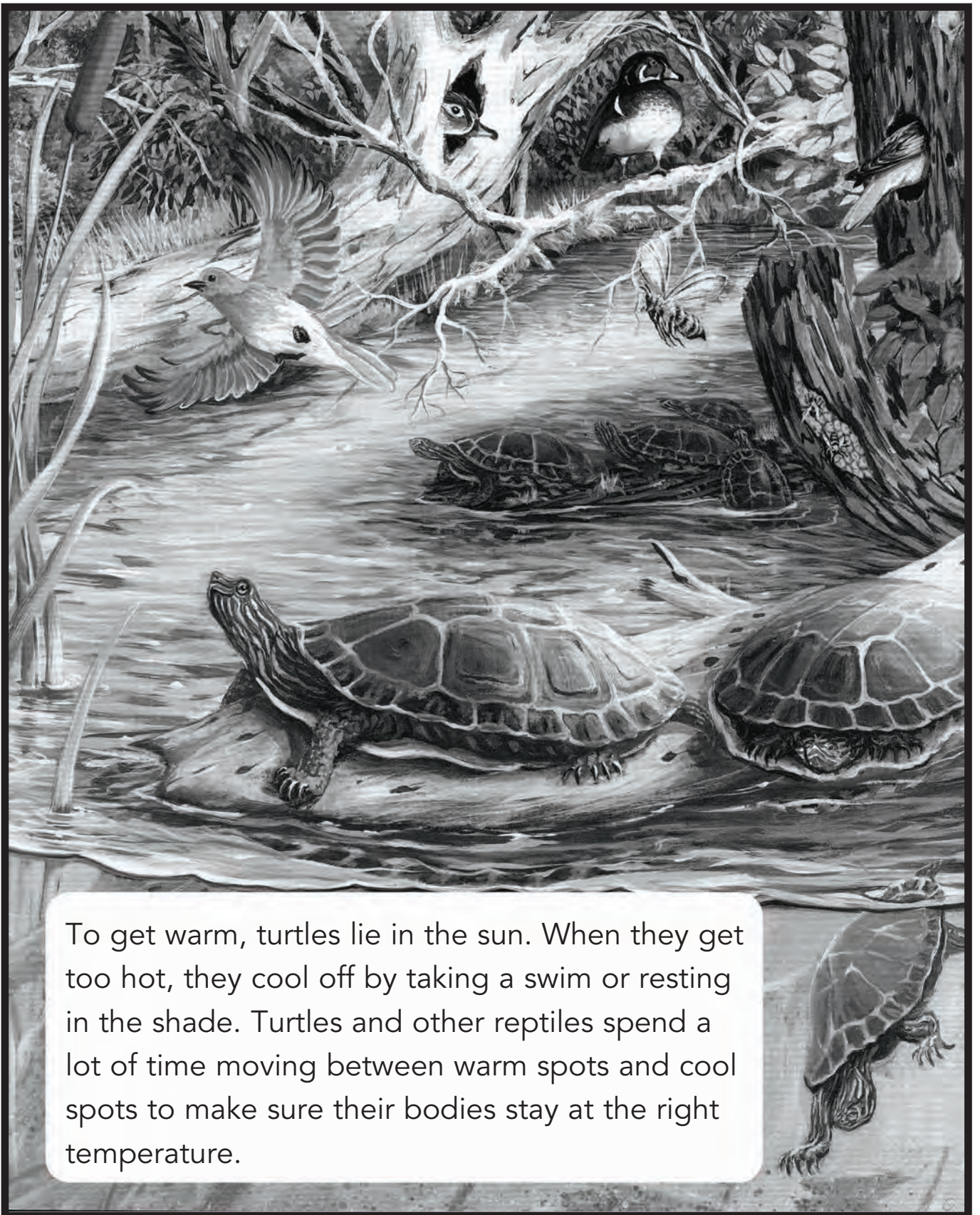
Turtles are reptiles, just like snakes, lizards, and alligators.

All reptiles have scaly skin and lay eggs on land. Reptiles are cold-blooded, too. This means that their body temperature stays about the same as the outside air temperature. Warm-blooded animals like you, on the other hand, keep the same body temperature whether it's warm or cold outside.



Illustrations by Mike Maydak





To get warm, turtles lie in the sun. When they get too hot, they cool off by taking a swim or resting in the shade. Turtles and other reptiles spend a lot of time moving between warm spots and cool spots to make sure their bodies stay at the right temperature.

**Crunch!**  
**Crunch!**  
**Crunch!**

The earth trembled beneath Nineti's feet. She ran toward Hagatna Bay. Out of the water surged a giant parrotfish with a mouth like a gaping cave and a beak as sharp as spiraling coral. It splashed as its mighty jaws approached the jutting rock, and . . .

**Chomp!**

The earth shook.

"Eeeee!" Nineti cried. "I must warn the others!"

She fled toward her village. Between gasps, she told the *maga'lahi*, the chief, that a giant sea creature was eating their island.

The chief gathered the men, who were known to possess great strength. They decided they could use their strength to seize the fish.

The men jumped into their *flying proas* and soared out in the fast-sailing canoes to catch the beast. But the men could not find the fish, even though they could hear the rumbling of each bite.

**Snap!**

The giant fish continued to devour the rock, but each time the fish heard the men approaching, it slipped into deep underwater caves to hide.

Heart pounding, Nineti ran toward the home of the *maga'haga*, the wisest woman in the village.

There at the outside kitchen she saw a gathering of maidens sitting in a circle, weaving mats and singing.

"A sea creature is eating our island!" Nineti cried. "What can we do so that our entire island does not end up in the belly of a fish?"

The wise old woman replied, "I have seen the great parrotfish that eats rock instead of coral. Come join us. Together we will think of a plan." She motioned Nineti to sit down with the others. As she sat, Nineti noticed that some of the best singers in the village were there.

With every minute, the ground shook more violently as the parrotfish's chomping brought it closer. Nineti's heart beat faster.

Nineti tried to concentrate on the clean scent of the maidens' long hair, flowing like pools on the floor beside her. In order to keep the maidens' minds off the

**Snap!**

# Stop the Hungry

*Based on a Legend from the Island of Guam*

By Pam Calvert    Art by Jamison Odone



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shaking, the maga'haga started to sing a new *Kantan Chamorrta*. Nineti listened as the women added verses about catching the attention of the village's strongest fishermen. One girl sang about catching him with her long hair. This gave Nineti an idea. Words formed in her head. She sang:

*Weave, weave with fingers quick  
the nets to catch this giant fish.  
Let us use our flowing hair  
to grant this life-saving wish . . .*

A light flashed in the maga'haga's eyes. "Yes, child! You are wise!"

The old woman brought out a sharp shell knife and said, "We need to cut off our hair and weave it into a net if we are to defeat the

creature. Let us work together. Quickly, quickly!"

## **The island would soon split in two.**

The maidens let their hair fall to the ground in mounds. With the speed of a sailfish, they nimbly wove the black tresses into a web. Songs floated through the air until the powerful net was complete. Then together the maidens set off to find the great fish.

But when the maidens arrived at the bay, there was no sign of the parrotfish. They saw only men shaking their heads, with faces full of worry.

*Boom!* Another bite was felt underneath the island.

Nineti noticed lemon peels bubbling up from the water. "Look!" she said, pointing. "What

is happening, Maga'haga?"

The old woman answered, "They must be from Pago Bay. The women there use lemon to wash their hair."

Nineti's face grew hot, and she whispered, "But Pago Bay is on the other side of the island!"

The fish must have eaten a tunnel underneath their island and started to munch on the other side. The island would soon split in two! They needed to find a way to get the fish to swim back to Hagatna Bay.

The old woman shouted, "Hurry, girls! Use your beautiful voices. We will set a trap for the fish."

At once, the maidens sang a sweet, melodious song. Their hearts were full of love for their people and

# **Giant Fish!**

**"A sea creature is  
eating our island!"**



their island. Tears sprang up in Nineti's eyes as she sang.

Suddenly, the rumbling stopped.

A giant gurgling came up from the bay. The huge fish swam toward the soothing melody of the maidens' enchanting voices.

"It's time to throw the net!" the maga'haga said.

Together, the women hurled the net over the fish and pulled.

"Harder!" the maga'haga ordered.

But the fish was too strong.


Then the hundreds of men and children looking on rushed to the bay to help the women

pull on the net.

And it was the combined strength of all the people on the island—men, women, and children—that was finally great enough to haul the enormous creature to shore.

### **The fish swam toward the soothing melody.**

That night, Nineti shared in a feast of the huge parrotfish that fed all the people. Everyone was thankful and proud of the bravery of their women.

For generations since, the native people have pointed out the narrow coastal "waist" to their children and shared the tale of how, working together, the maidens miraculously helped to save the island of Guam. 

## **Guam's "Waist"**

The island of Guam is a U.S. territory in the Pacific Ocean, southeast of Japan and west of Hawaii. The island is 30 miles long and 8 miles wide, except in the middle, where it is only 4 miles wide (so it looks like a waist). The indigenous people of the island, the *Chamorros*, tell this legend to explain how the "waist" came to be—and to honor the bravery of the women on the island.



# **Frog Serenade**

(poem for two voices)

by Georgia Heard

Ga-lunk

Ga-lunk

Ga-lunk

I hear your

Ga-lunk

deep-voiced songs

Ga-lunk

Ga-lunk

Ga-lunk

by the pond

Ga-lunk

this warm

summer

night.

Ga-lunk

Ga-lunk

Ga-lunk

I hear your

Ga-lunk

chorus of

Ga-lunk

Ga-lunk

Ga-lunk

banjo songs

Ga-lunk

under the shining stars  
tonight.



# **My Horse and I**

(poem for two voices)  
by Georgia Heard

We gallop

We gallop

Together

Together

Over the hills

Across the fields

Follow the creek

Who is the girl?

Who is the horse?

I am the girl

I am the horse

I am the horse

I am the girl

We gallop

We gallop

Together

Together

Together

Together





Name: \_\_\_\_\_

Date: \_\_\_\_\_

# My Reading Life

While reflecting on your reading life, think about the following questions and then write your answers.



- What types of books have you enjoyed reading in the past (fiction stories, poetry, nonfiction)?

\_\_\_\_\_

- What types of books do you *not* enjoy reading or listening to?

\_\_\_\_\_

- What are the titles of some of your favorite books and/or the names of some of your favorite authors?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Where do you usually spend your time reading?

\_\_\_\_\_

- What are some of your favorite reading memories?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Growing as Readers

Using a reading log to keep track of your reading will help you understand and recognize who you are as a reader. After reading a book, write the title of the book, the author's name, and the type of book or genre (fiction, nonfiction, or poetry) on your log so that you can keep track of your reading life, reflect on what you have read, and set reading goals for yourself.

Book Title	Author	Type of Book (Fiction, Nonfiction, or Poetry)
<div></div> <div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>

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Book Title	Author	Type of Book (Fiction, Nonfiction, or Poetry)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# My Reading Goals

These are goals selected by my teacher and me to help me grow as a reader.

Goal	Date Set	Date Achieved



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# K-W-L Chart

Text Title: \_\_\_\_\_

Topic: \_\_\_\_\_

<div>K</div> <div>What I <b>Know</b> about the topic</div>	<div>W</div> <div>What I <b>Want</b> to know about the topic</div>	<div>L</div> <div>What I <b>Learned</b> about the topic</div>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# K-W-L Chart

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# Ways to Respond to Our Reading

Here are a few questions to get us thinking about ways we can respond to our reading.

Fiction
What did the story make you think about?
How did the author's words make you feel?
What do you want to remember about this story, its setting, plot, and/or characters?
Poetry
How did the poet's words make you feel or think?
What pictures did the words create in your mind?
Which special words did you like that the poet used?
What is the poet's message?



# Checking for Understanding

Use the following questions and information to guide you in your understanding of the texts you read.

1. Do I understand what I am reading?
2. Do I know what all the important words mean? If not, go back and reread, read ahead, use context clues or a dictionary, and/or look at the illustrations.
3. When reading, do the words and illustrations create pictures in my mind and help me understand the meaning of the text?
4. Can I retell what I read to a friend or someone else in my own words?
5. Does what I read cause me to react and feel a certain way?



# Let's Talk!

Think about your opinions of the characters and the story. Ask yourself why you think this way, and support your opinions with evidence from the story.



## Use the following phrases to help start your conversation:

I think . . .

I wonder . . .

I noticed . . .

I believe . . .

## When passing the conversation on, you can ask:

Do you agree?

What do you think?

Did you feel the same way?

## When jumping into the fishbowl to add to the conversation, you can say:

I have a different opinion . . .

I also noticed . . . Do you agree?

I see what you are saying, but . . .

I want to add . . .

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# How to Retell a Story

Text Title: \_\_\_\_\_

Stories are told in a sequence and have common elements.  
Use the chart below to assist you in retelling the important parts of any story.

Story Element	Description	Write your answers in your own words.
Main Character	Who is the story about?	
Problem	What problem does the main character have to solve?	
Plot: Beginning	What happens at the beginning to set up the problem in the story?	
Plot: Middle	What events take place in the middle of the story?	
Plot: End	How does the story end?	
Resolution	How does the character resolve the problem?	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

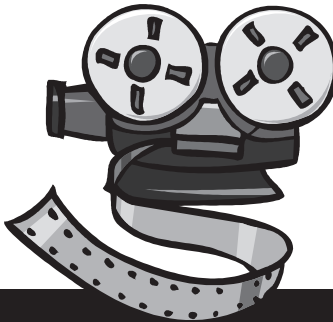
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Resolution	How does the character resolve the problem?	

Date: \_\_\_\_\_

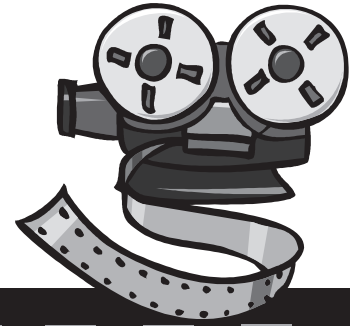


Draw what you “see” happening in this scene of the story.  
Record your visualizations in order.

**Text Title:** \_\_\_\_\_

A decorative graphic of a film strip. It features a dark gray border with a series of white rectangular frames. The top and bottom borders are composed of a repeating pattern of white and dark gray squares. The main area contains four large, empty white frames with rounded corners, arranged horizontally. In the top right corner, there is a small, stylized illustration of a film reel with a dotted pattern.

Date: \_\_\_\_\_



Draw what you “see” happening in this scene of the story.  
Record your visualizations in order.

Text Title: \_\_\_\_\_

A blank film strip with four frames. The film strip is black with white rectangular frames. The top and bottom edges of the film strip have a series of white rectangular sprocket holes. The four frames are empty and white.



# Clues for Determining Key Ideas

**Text Title:** \_\_\_\_\_

Nonfiction text features and text structures help us determine what is important in texts we read and lead us to discover and identify the key ideas. When reading nonfiction texts, pay special attention to the following text features and text structures. What do they tell you?

## Text Features:

**Photos and Illustrations:** show readers what something looks like; often include captions or labels

**Caption:** describes a photo or illustration and provides additional information

**Label:** identifies or explains the subject of a photo, illustration, or diagram

**Bold Print:** emphasizes and draws attention to key words and/or information that is important to the text

**Bold Subheading:** identifies what a particular section of a text will be about

## Text Structures:

### Description Text Structure:

- Describes a topic, idea, person, place, or thing
- Includes details that support the big idea of the text
- Includes sensory words to create images in readers' minds

### Chronological Text Structure:

- Describes events in the order they happened
- Tells the steps to follow in order to make or do something

Dear Families,

Today was an exciting day for our class! Your child participated in something called writing workshop. It was a time to recognize all of the developing and growing writers that we have in our class.

Writing workshop is divided into three phases. First, your child will participate in a “mini-lesson”—a brief instructional lesson that targets one focused teaching point. Sometimes I will read aloud from one of our mentor texts to assist with demonstrating this teaching point. Next, your child will either independently apply what was learned from the mini-lesson (practice and/or write) or meet with me or a classmate to discuss his or her writing or writing ideas. Then, during the third phase, students will gather together to share their thinking, what they have written, or something they connected to during the workshop. This process will be consistent throughout the year.

In addition to learning how to write, there are many procedural components to the writing workshop. Your child will learn what tools writers use when writing, resources that will assist him or her, and how to take care of his or her writing tools and Writing Folder.

It was a wonderful day of writing in our class today, and I look forward to sharing more “writing news” with you in the future.

Sincerely,

# Writing Workshop

## Roles and Responsibilities

Students' Roles & Responsibilities	Teacher's Roles & Responsibilities
<ul style="list-style-type: none"> <li>• Listen carefully and participate in the discussions.</li> <li>• Have your writing supplies with you (notebook, folder, pens, pencils, etc.).</li> <li>• Try new techniques, methods, and strategies to improve your writing.</li> <li>• Work with your fellow writers, helping them if they are stuck or need writing suggestions. We are all writing teachers.</li> <li>• Respect other writers and their writing by working quietly. Let your pencil "talk" for you.</li> <li>• Use your time wisely.</li> <li>• Take pride in your work and produce the best work you can.</li> <li>• Think, imagine, and WRITE.</li> <li>• Live and grow as a writer every day!</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to students' thoughts and ideas. This will inform all your mini-lessons and conferences.</li> <li>• Show students what good writing looks and sounds like, using literature, students' writing, and your writing.</li> <li>• Encourage students regarding what they have done well. Compliment them often!</li> <li>• Confer with students about strategies on which they need to improve.</li> <li>• Assess students in an ongoing way through anecdotal notes, conferences, and rubrics.</li> <li>• Keep a Writer's Notebook and write frequently.</li> <li>• Live and grow like a writer yourself!</li> <li>• Remember you are teaching writers, not pieces of writing.</li> </ul>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My Writing Life Survey



Think about your writing life and then answer the questions below honestly and thoughtfully.

1. When do you like to write (at night, at school, at home, in the morning, after special occasions, when you're with your friends, etc.)?

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2. What do you like to write (poems, stories, lists, nonfiction topics, recipes, letters, etc.)?

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3. Where do you keep your writing (in your room, desk, book bag, a special folder, etc.)?

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4. Is writing hard for you? If so, why? If not, why do you think it comes easily for you?

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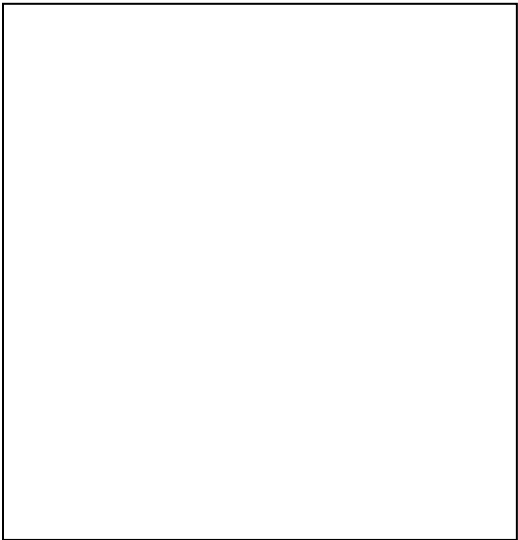
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5. Do you like to illustrate? What types of things do you like to draw (people, animals, cartoons, etc.)?

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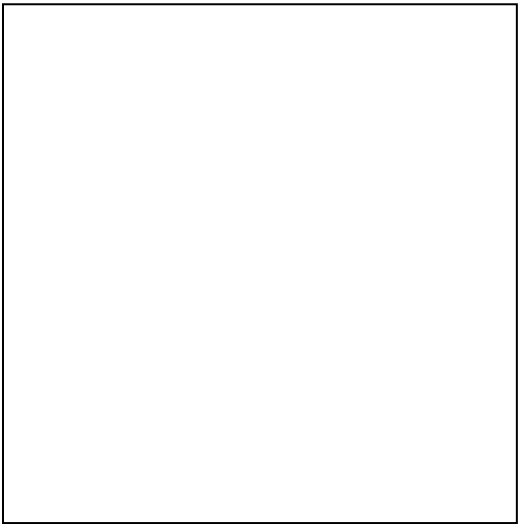
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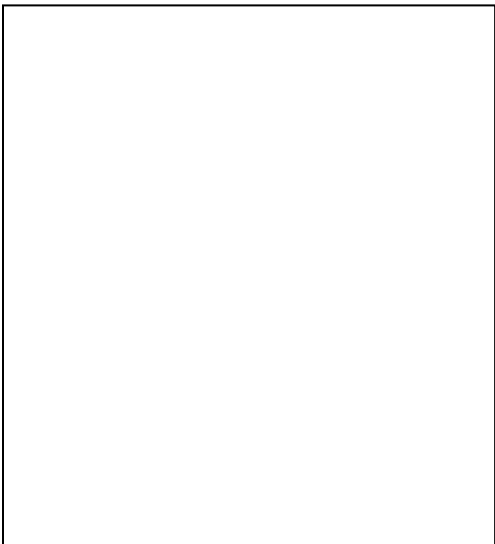
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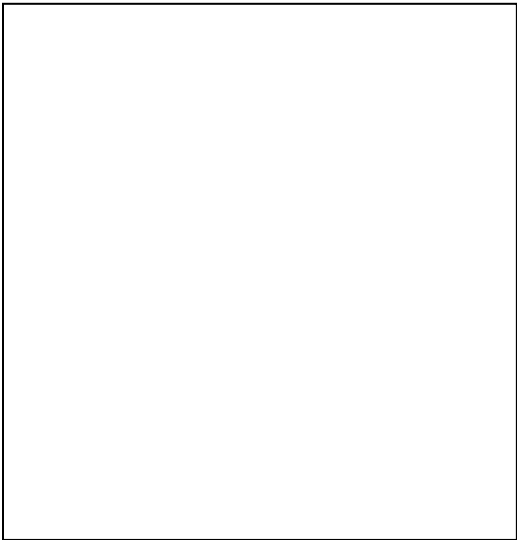
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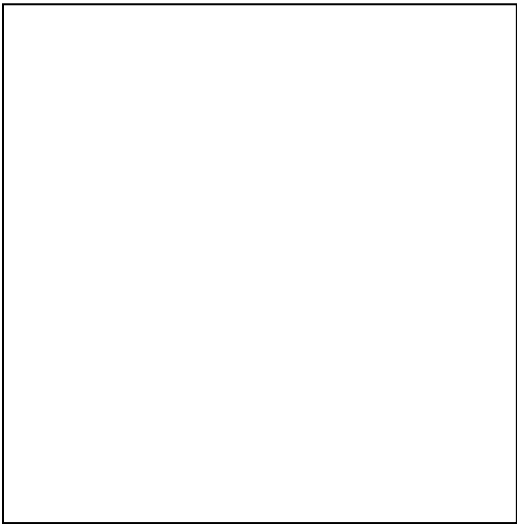
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# What to Do When You Are Stuck

- Talk with a fellow writer. Work with classmates to see if they can help you solve your problem. They might have a suggestion based on their own writing, something in their notebooks, or a great piece of advice they have gotten.
- Use a mentor text to help you find ideas. Go to a favorite book or author for inspiration.
- Reread an entry and circle or underline words or phrases you can pull out, put at the top of a clean page, and write from.
- Go back into your Writer's Notebook and see if there is information that can help guide you. It is a treasure chest of tips, strategies, and ideas.
- Use writing tools to help you! Dictionaries, word walls, thesauruses, spell checkers, highlighters, sticky notes, and other writing resources can help you choose the right words, correct your spelling, organize your drafts, and make your writing interesting.
- Think about your readers! Survey classmates on what else they want to know about your piece. Ask questions of them like: What else do you want to know? Which part is your favorite? Which part seemed confusing or dull? What questions are you still wondering as a reader? Add the suggestions to your piece and ask your readers to review it for confirmation.





# How to Make an Author Poster

Creating an author poster will allow your students to really get to know the mentor authors in your unit both as writers and as people. Visit the authors' web sites, read the About the Author portions in their books, and check out the other books they've published to gather the following information:



- A clear, colorful photo of each author
- Covers of a few other books published by the authors (Collecting books that your students are already familiar with is the best! Award-winning books are always great, too.)
- Quotes about any or all of the following:
  - Where the authors find inspiration for writing
  - Why the authors love to write
  - When and how the authors became writers
  - Where the authors love to write
  - The authors' childhood writing experiences
  - The authors' family lives "then and now"
- Other photos including:
  - The authors' writing spaces
  - People who've inspired them
  - Real people who inspired characters in their books
  - Their home, family members, and/or pets
- Their favorite books and authors and why
- Their advice to young writers
- Any other information that may inspire and excite your students as they grow into stronger and more powerful writers!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My Best Story

My best story was when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It is my best story because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# What Is a Writer's Notebook?\*

It helps me live a writer's life by:

- Listing topics that inspire me, move me, or make me laugh or wonder;
- Questioning life, the universe, and everything else;
- Recording personal observations, particularly the small details of life;
- Gathering meaningful photographs or other artifacts;
- Creating sketches or illustrations;
- Remembering important memories and special moments;
- Recalling dreams (daydreams and night dreams); and
- Having fun, being creative, and experimenting.

\*Suggested by Ralph Fletcher's *A Writer's Notebook*. (1996). New York: Harper Trophy.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Memorable Moments

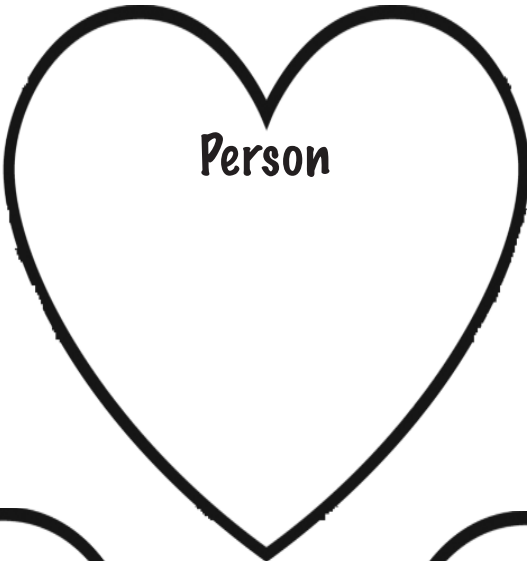
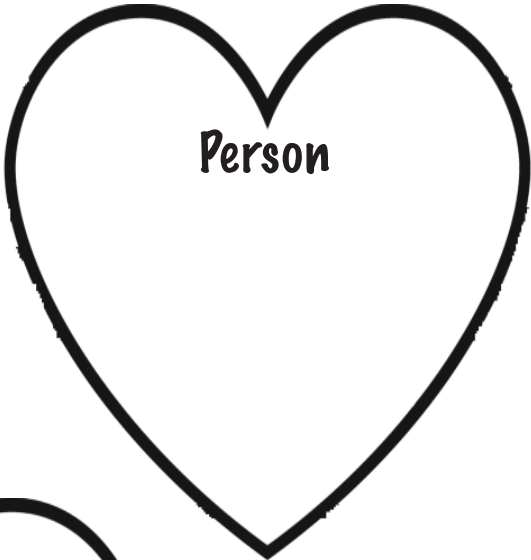
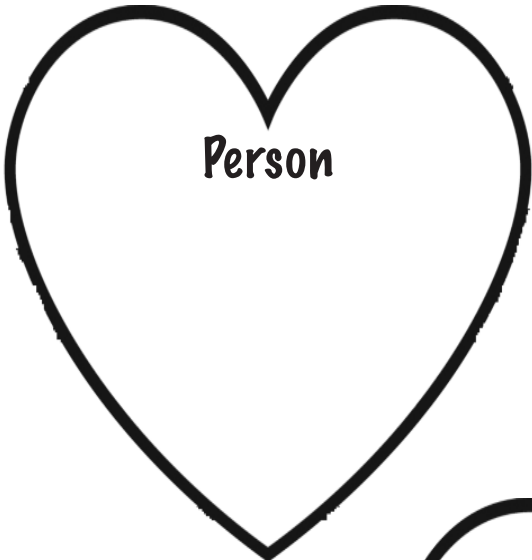


Emotion	Memory	Small Details to Include
Pride	Singing in the school talent show all by myself even though I was nervous before the show	<ul style="list-style-type: none"><li>• Palms sweating, feeling faint</li><li>• Hearing the crowd screaming my name before the curtains opened</li><li>• A wave of calm coming over me when I began to sing</li><li>• Seeing the bright spotlight shining down on me—like I was being blinded</li></ul>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# What's in My Heart



# What Matters Most

Which of your  
ideas can you  
say a lot  
more about?

Which one of your  
entries would be the  
most interesting  
and exciting for  
a reader?

Which entry  
means a lot  
to you?

Which entry would  
make a great  
story you can't  
wait to write  
more about?

Is there an idea  
that already  
creates a clear  
picture in your  
mind?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Five Senses in This Story

In each box, write or draw some details that describe the sights, sounds, smells, feelings, and tastes of the places, people, and things in the story you are writing.

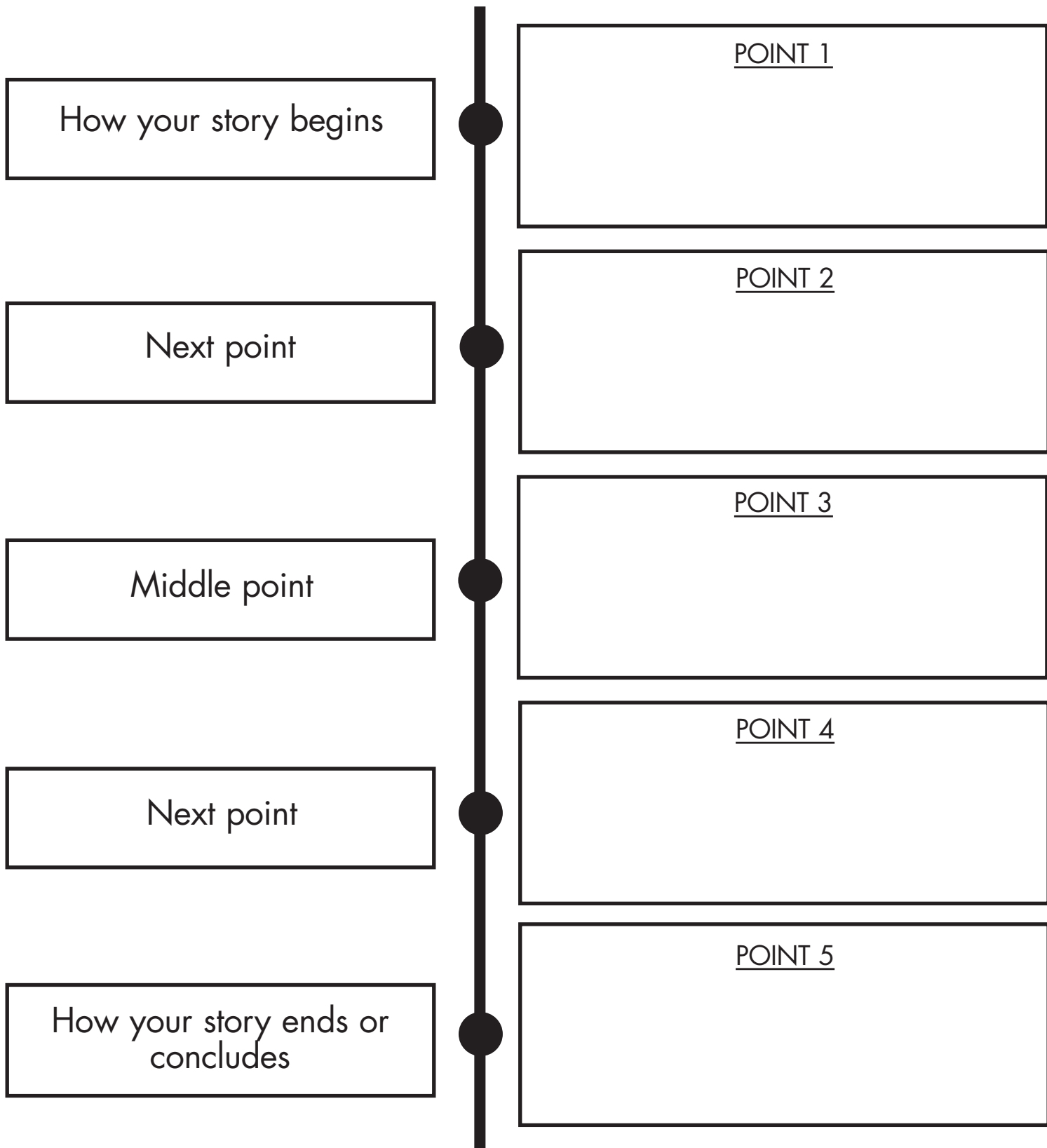


# Vivid Verbs

Ways you can move:	Ways you can eat:	Ways you can cry:
craw rush dash meander leap hop skip gallop jog stroll scurry dart dance wiggle slide slither	devour feast gobble chew	bellow wail sob
Ways you can speak:	Ways you can look:	Other vivid verbs:
yell scream holler whisper whine bark	stare glare peek view	



# Timing Is Everything



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Timing Is Everything

(Adapted)

My story takes place \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am with \_\_\_\_\_

We are \_\_\_\_\_  
\_\_\_\_\_

Next \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Finally \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Timing Is Everything

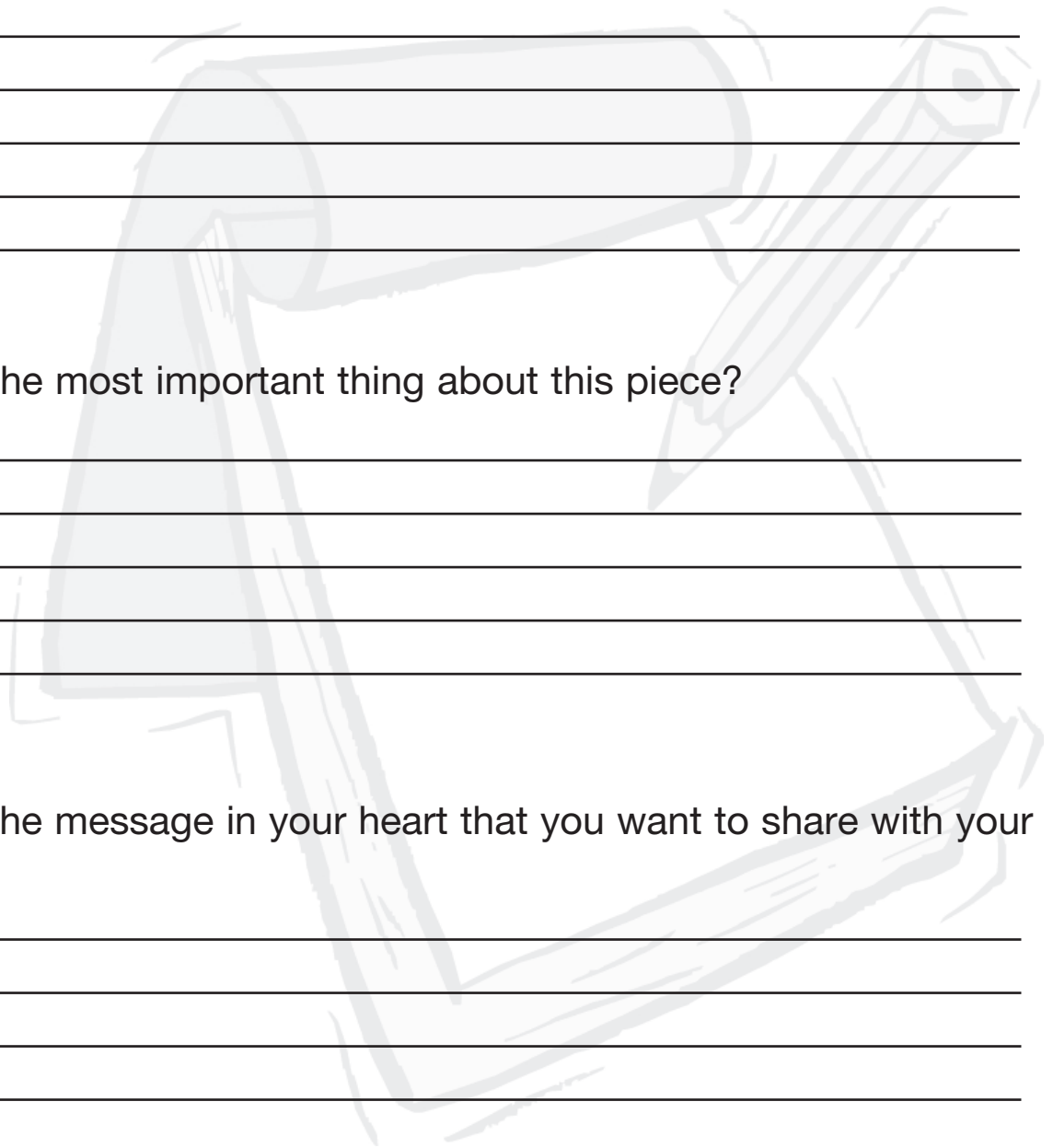
How your story begins	<u>POINT 1</u>
Next point	<u>POINT 2</u>
Middle point	<u>POINT 3</u>
Next point	<u>POINT 4</u>
How your story ends or concludes	<u>POINT 5</u>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My Main Message

When trying to get to the heart of your story, think about the following questions:

- What is the one thing you want your readers to know as they read your story?



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- What is the most important thing about this piece?

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- What is the message in your heart that you want to share with your readers?

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To make sure it's clear to your readers, highlight the beginning, middle, and end of your story to see where your details are that support your message. If you are missing details in *any* of the parts, add them in.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Editing Checklist



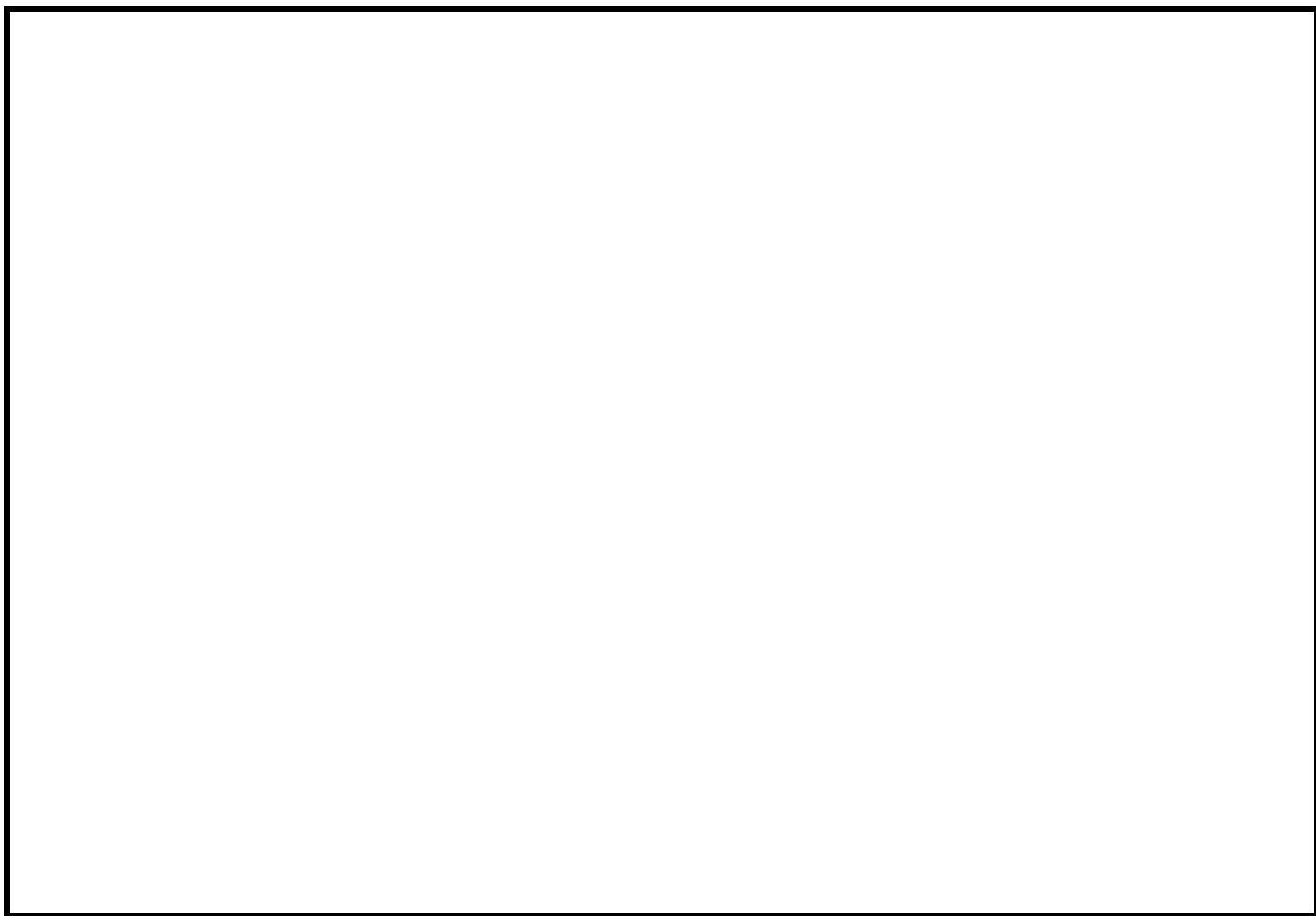
Write the pen color you are using for each item. Make sure that you have completed all of the necessary items on this editing checklist. Then trade papers with a writing partner and have him or her check your work. Make any final editing changes to your draft.

<b>Your Edit</b> (Put a check mark next to each item as you complete it.)	<b>Item to Find</b>	<b>Partner's Edit</b> (Put a check mark next to each item as you complete it.)
	<b>Capitalization</b> Pen color: _____	
	Each sentence begins with a capital letter.	
	All proper names begin with capital letters.	
	<b>Punctuation</b> Pen color: _____	
	Each sentence ends with a period, question mark, or exclamation point.	
	If I used them in my story, I have checked my commas and quotation marks and made sure they are placed correctly.	
	<b>Spelling</b> Pen color: _____	
	Words that seem misspelled have been circled, and an attempt to respell them has been made.	



Name \_\_\_\_\_

Date \_\_\_\_\_



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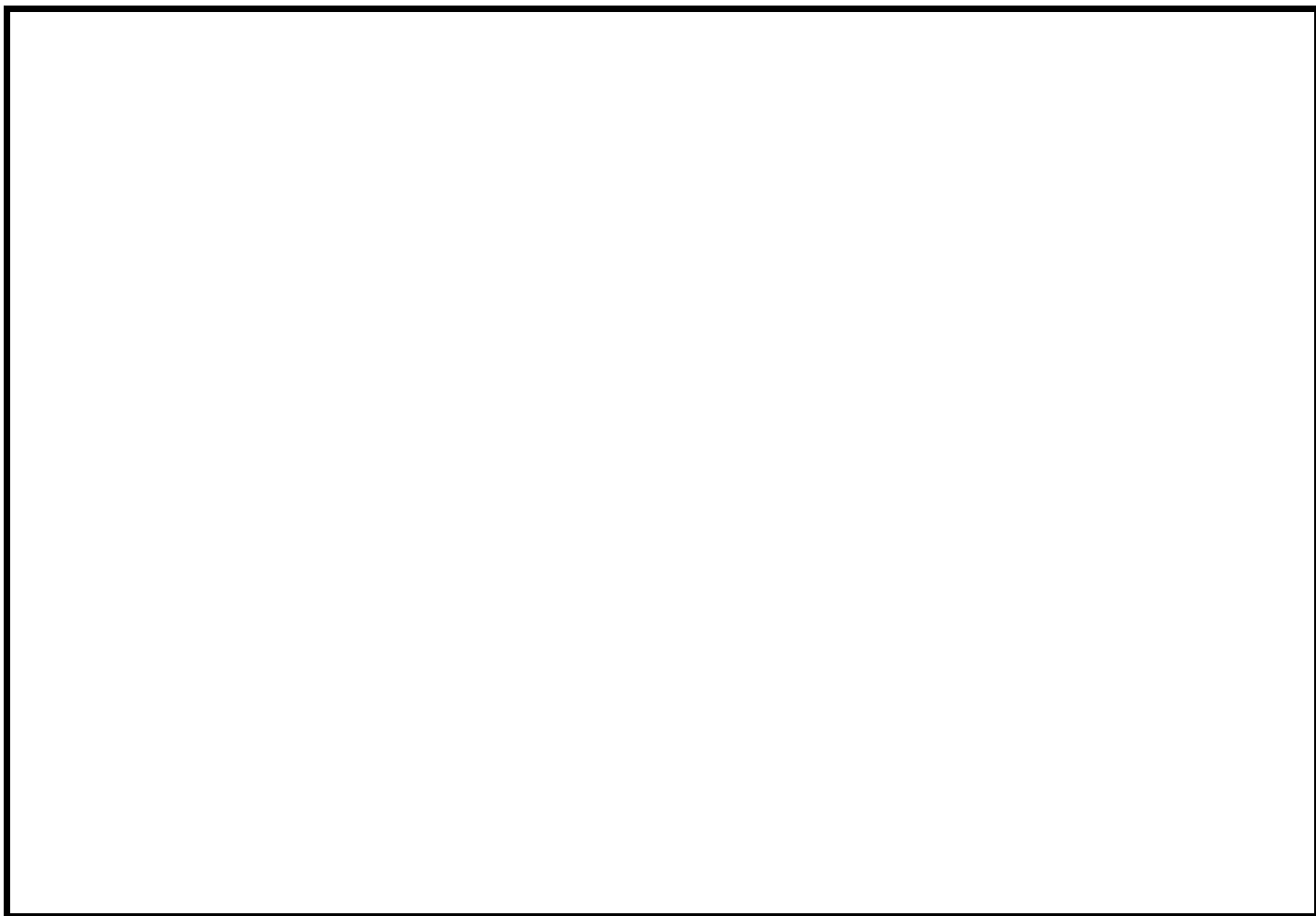
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Name \_\_\_\_\_

Date \_\_\_\_\_



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reflecting on Our Work

1. The part of my story that I am the most proud of is \_\_\_\_\_

because \_\_\_\_\_

2. The part of the writing process that I had the most difficulty with was \_\_\_\_\_

because \_\_\_\_\_

3. One thing that I learned about writing during this unit that will help me in the future is \_\_\_\_\_

because \_\_\_\_\_

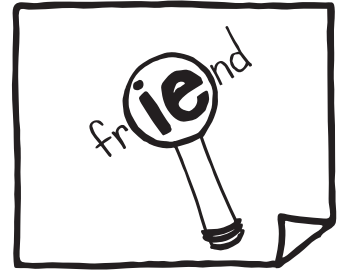
# Tackle a Word!

## Study The Word

- Try to spell it



- Figure out the hard part



## Think . . .

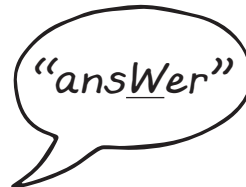
- Can phonics help?



If not



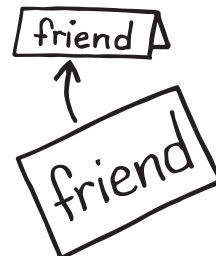
- Can I invent a trick to help me?



Cover



Write

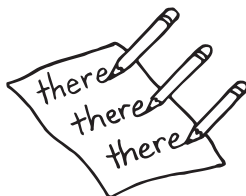


Check it

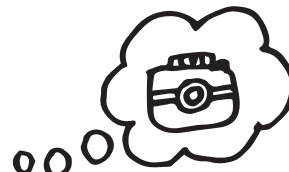
## If you need to practice it . . .



Chant it



Write it  
over and  
over



Take a mind  
picture



Sing it



Clap it

# Blends and Digraphs Review

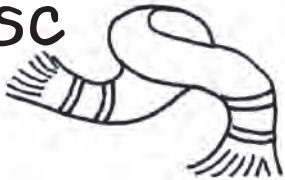
s

r

l

h

sc



br



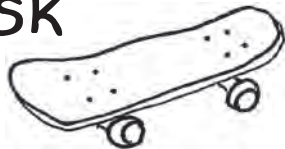
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sk



cr



cl



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sm



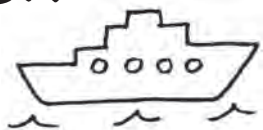
dr



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pl



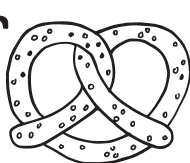
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sl



sw



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Name \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

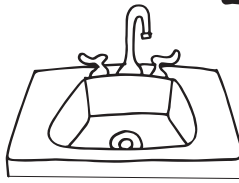
# Consonant End Blends

-sk



mask

-nk



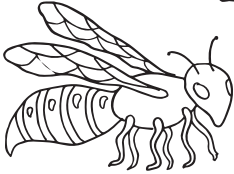
sink

-rk



park

-sp



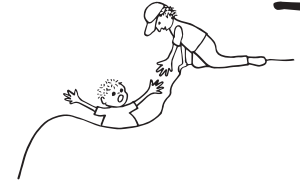
wasp

-mp



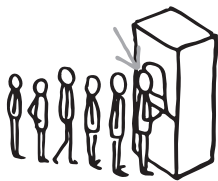
lamp

-lp



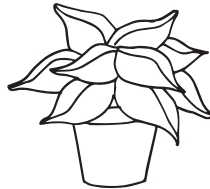
help

-st



first

-nt



plant

-lt



salt

-pt



overslept

-ft



gift

-ct



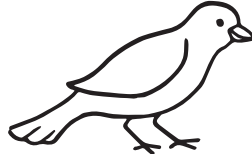
construct

-nd



band

-rd



bird

-ld



fold

-lf



wolf

# Consonant Blends

**s**

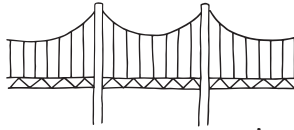
**sc**



scooter

**r**

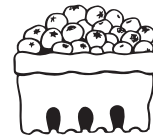
**br**



bridge

**l**

**bl**



blueberries

**sk**



skyscraper

**cr**



cradle

**cl**



clown

**sm**



smile

**dr**



dragonfly

**fl**



flamingo

**sn**



snail

**fr**



fruit

**gl**



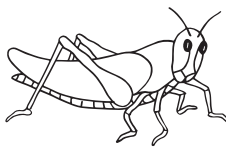
globe

**sp**



spacecraft

**gr**



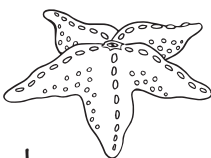
grasshopper

**pl**



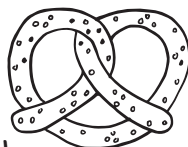
planets

**st**



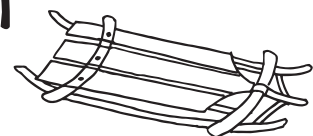
starfish

**pr**



pretzel

**sl**



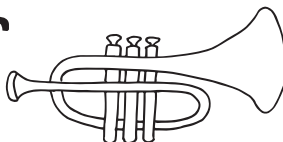
sled

**sw**



swan

**tr**



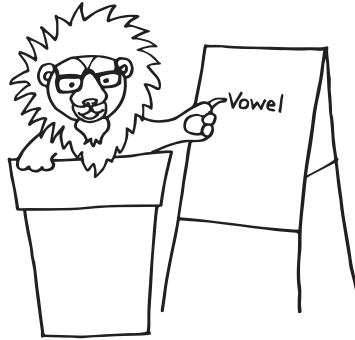
trumpet

**tw**



twenty

# Phonics Professor Words



Capitals

Blends

Syllables

Digraphs

Consonants

Silent E

Vowels

Vowel teams

Word parts

R-controlled  
vowels

Short vowels

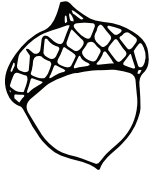
Long vowels

Contractions

# My Vowel Chart

Long

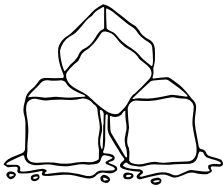
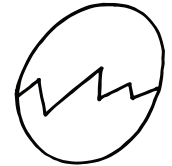
Short



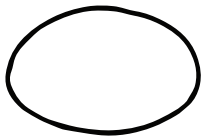
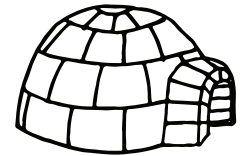
a



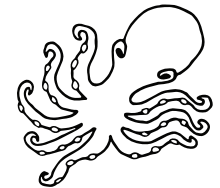
e



i



o



u





# My Vowel Chart

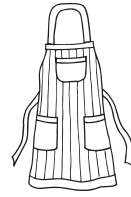
Short

Long

astronaut



a



apron

egg



e



easel

(y)e

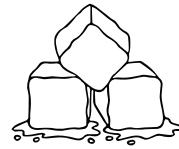


cherry

inchworm



i



ice

(y)i



fly

octopus



o



oval

umpire



u



unicorn

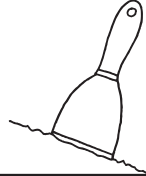
# Trigraph Tongue Twisters

She scrambles, saying,

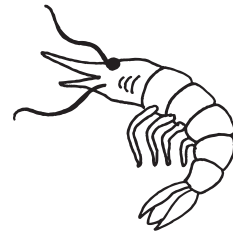


“Scrape, scrub, and scratch the scraps.

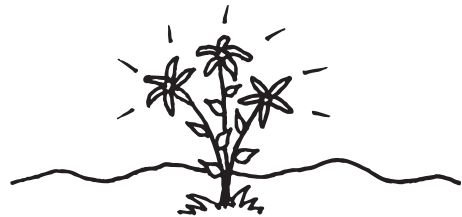
Scrape, scrub, scratch.”



With a shrill shriek and a shrug,  
the shrimp said, “Shred it, shrink it,  
shred, shred, shrunk.”

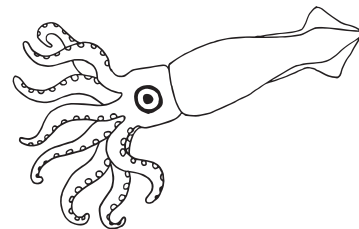


A spot of spring sprang with a  
spray of surprising sparkle.



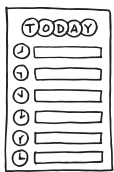
The squid squealed:

“Squeeze, squish, squash,”  
as he squirmed.



# Try Some Trigraphs!

sch



schedule

scholar

scheme

school

schooner

scr



scramble

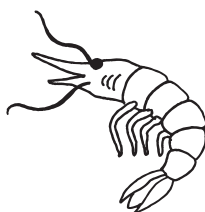
scribble

scratch

scrape

scrapbook

shr



shrimp

shrink

shrivel

shrine

shriek

spl



splash

splendid

splitting

splinter

splice

spr



spring spray

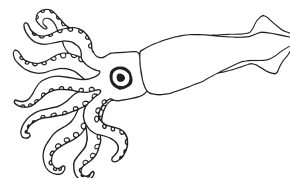
sprinkle

spread

sprout

sprint

squ



squid

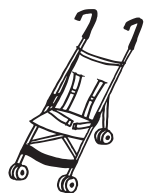
squirrel

squeaky

squeeze

squint

str



stroller

strategy

straight

stripe

strawberry

thr



thread

three

through

throw

thrill

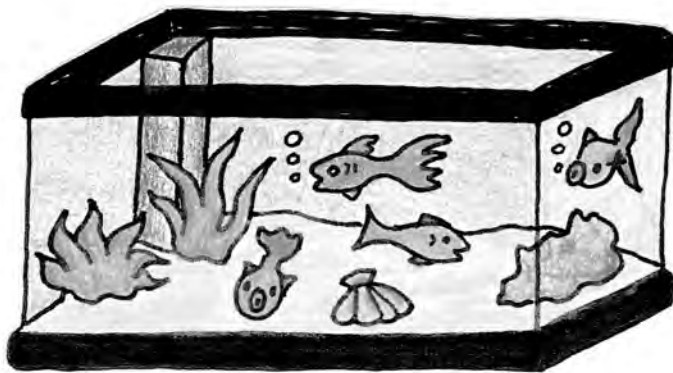
# Waiting Room Fish

by Amy Ludwig VanDerwater

Like small orange birds we watch you watch us.

We peek between plastic plants.  
We open wide  
for food flakes.

We wave our tails inviting you  
to join us  
for a swim.



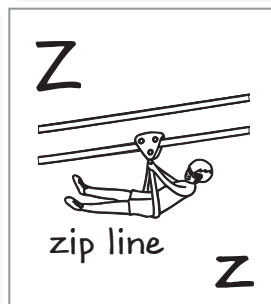
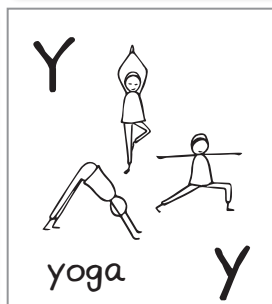
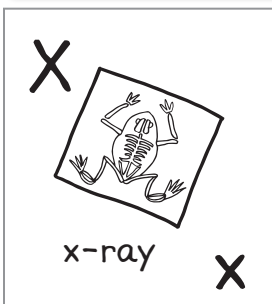
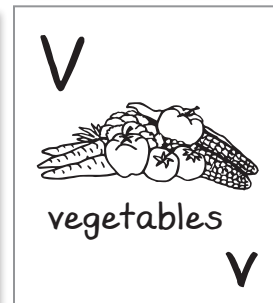
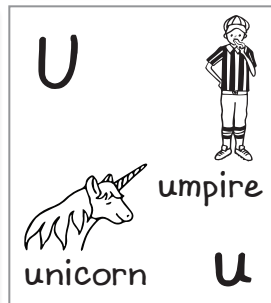
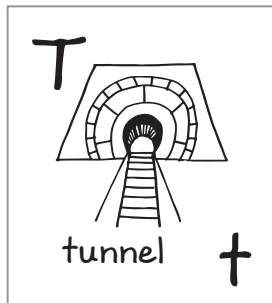
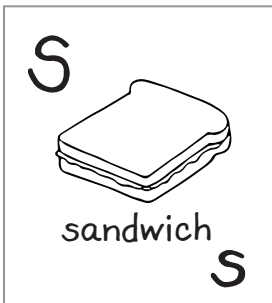
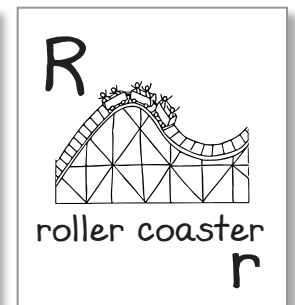
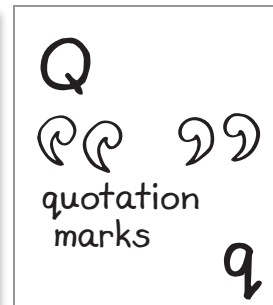
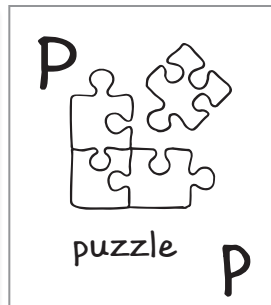
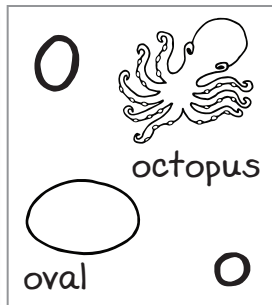
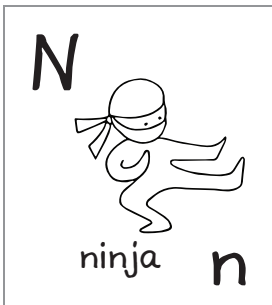
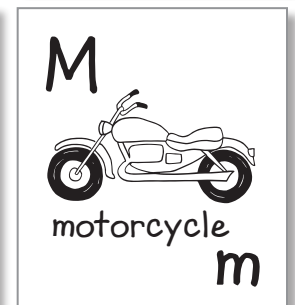
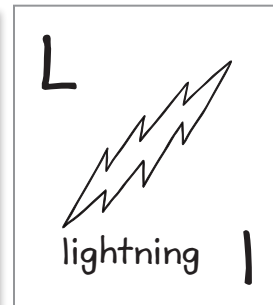
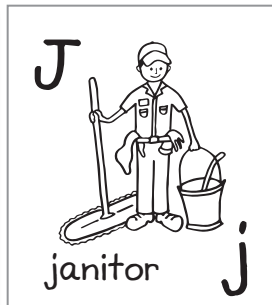
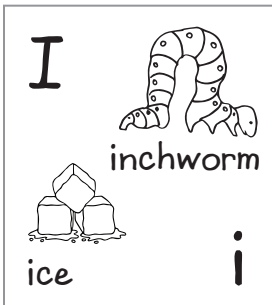
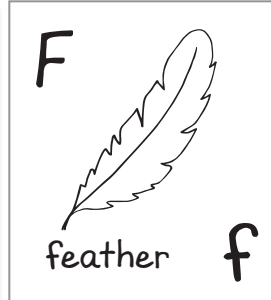
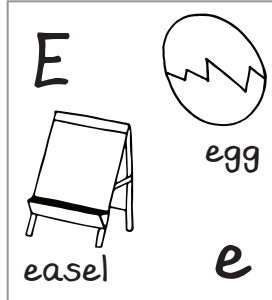
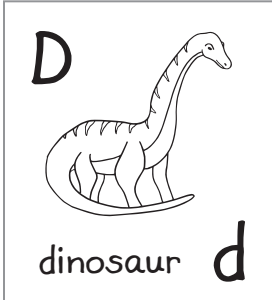
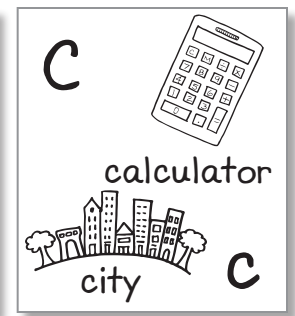
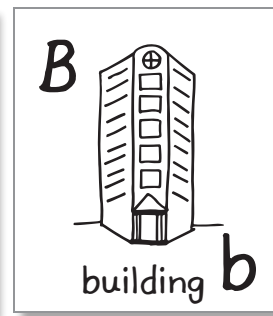
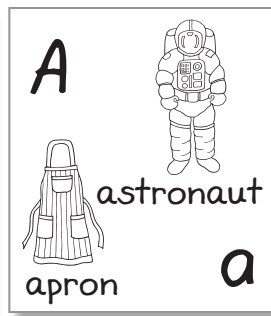
## When We Read Texts to Learn about Phonics, We Can Say . . .

“If you take off the ending of this word, you see that . . .”

“The author signaled this was a long vowel by . . .”

“I can use this word to make other words that rhyme. Like . . .”

“We found these exceptions . . .”





# Snap Words that Contain *R*-Controlled Vowels



here  
park  
girl  
for  
are  
her  
more



your  
or  
never  
there  
where  
very  
mother



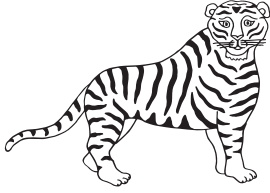
near  
hour  
over  
under  
after  
everyone  
everything

## Different Ways to Spell the R-Controlled Vowel

<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">/er/ tiger</div> <div>☆ /ir/ third</div> <div>☆ /ur/ turtle</div> <div>/or/ work</div> <div>/ear/ earth</div> <div>/ar/ calendar</div> <div>/ere/ were</div>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">/ar/ car</div> <div>/ear/ heart</div> <div>/are/ are</div>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">/or/ fork</div> <div>☆ /ore/ score</div> <div>/oor/ door</div> <div>/our/ four</div> <div>/oar/ roar</div> <div>/ar/ warm</div>
<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">/eer/ deer</div> <div>☆ /ear/ rear</div> <div>/ier/ cashier</div> <div>/ere/ here</div> <div>/eir/ weird</div> <div>/er/ cafeteria</div> <div>/ir/ souvenir</div> <div>/e're/ we're</div>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">/air/ hair</div> <div>☆ /are/ stare</div> <div>/ear/ wear</div> <div>/eir/ their</div> <div>/ere/ there</div> <div>/ar/ parent</div> <div>/ey're/ they're</div>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Other</div> <div>/our/ flour</div>

# Vowels with R

-er



tiger

-ir



third

-ur



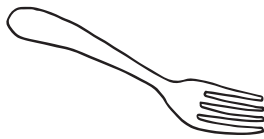
turtle

-ar



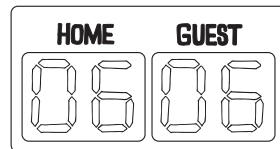
car

-or



fork

-ore



scoreboard

-eer



deer

-ear



hear

-air



hair

-are



stare

# How to Teach Things You Know

- 1 Explain what you're teaching.



- 2 Show some examples.



- 3 Help them practice it.





# MY TROUBLEMAKER WORDS



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---



---



---



---



# TROUBLEMAKER WORDS



said



they



where



first



friend



girl



when



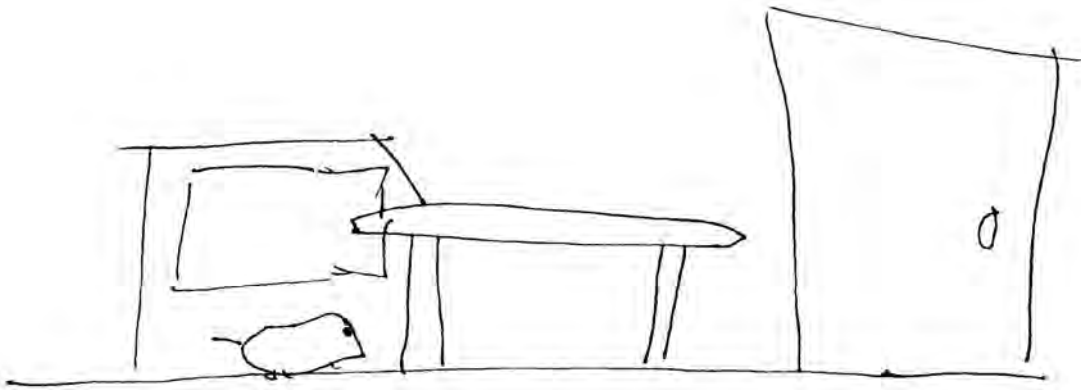
went



your



## Neighbor's writing



Yesterday something ran through our kitchen and I thought it was a mouse and it wasn't and it was an opossum and my bedroom door doesn't lock so when I went to sleep I slept with the lights on and then I knew opossums don't like lights and so I thought I was safe but in the middle of the night I looked down and beady eyes were staring at me and I ran and ran and ran outside and then I was in the dark outside in my pajamas and so I went in and slept in the bathroom because the door locks.

# Use CAPITAL letters for...

## Start of Sentences

→ We went to the zoo.  
→ The animals were cool.

## Start of a Name of a Person or Place

→ Ben  
→ Brooklyn

## Start and End of a Letter

Dear Nana,  
Love,  
Henry

## The Word I

Do I have to clean my room?

When can Ben and I play?

## Start of Dates

→ June 17, 2015 → September 2, 2019  
→ August 1, 1973 → May 3, 2020  
→ December 4, 2021 → July 9, 2011

## Titles and Product Names

Those Darn Squirrels!  
Chap Stick  
Frisbee  
Kleenex  
Knights in Shining Armor



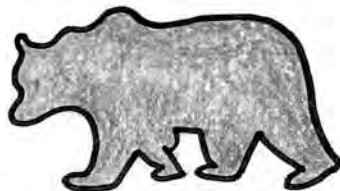
## Homophone Jokes

What did the beach say  
when the tide came in?



Long time, no sea!

Why don't grizzlies wear shoes?



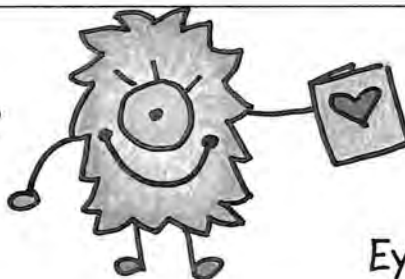
Because they like to walk  
around in their bear feet.

What is ice cream's favorite  
day of the week?



Sundae.

What does a one-eyed monster  
write on his Valentine's Day card?



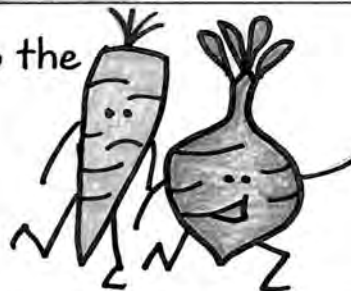
Eye love you!

What did the chess piece say  
before bed?

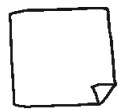


Knight knight.

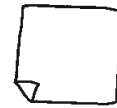
What did one root vegetable say to the  
other after she won the race?



Beet you!



## Homophone Sentences



I can hear a dog barking.

Here is where I live.

I ate my whole ice cream cone.

I put the seed in the hole.

The ant was crawling in the sand.

My mom's sister is my aunt.

The plant needs water or it will die.

We used dye to color our T-shirts.

## Gus's Writing

I was flying two a new school. My too wings were tired from flapping to much. Suddenly, I saw two lightning bolts. It was a storm I was to scared to keep flying. I said two myself, "Gus it's to dangerous up here! You'd better fly down too the ground wear it's safe!"



## TROUBLEMAKER WORDS



about



school



with



was



could



here



what



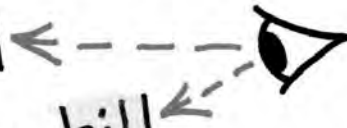
very



# How to Find **Powerful** Word Patterns

1. Find some words that rhyme.

Jack and Jill  
went up the hill



2. Zoom in on the rhyming part.



3. Test if this is a powerful pattern that will help with other words.



4. If so, study its spelling so you can use it often.





## Grown-Up Writers...



Spell troublemaker words correctly.



Write with periods and capitals.



Write capitals on purpose, not randomly.



My friend and I went to the Museum of Natural History to see the dinosaurs.







Spell words in parts and patterns,  
not letter by letter.



thr-ill



## Homograph Sentences

	<p>We went to the library to return the books we had already <b>read</b>.</p> <p>The librarian asked, "When did you <b>read</b> all of these?"</p>
	<p>I need to <b>wind</b> up my earphone cord.</p> <p>The <b>wind</b> keeps blowing it all around.</p>
	<p>I <b>live</b> near the stadium.</p> <p>I go to see many <b>live</b> shows where people sing and dance.</p>
	<p>I saw a <b>dove</b> sitting on the telephone wire.</p> <p>It <b>dove</b> down toward the ground.</p>
	<p>She stood <b>close</b> to the window.</p> <p>I said, "Could you <b>close</b> that window please?"</p>
	<p>"What's the <b>use</b>?" she said when she dropped the ball again.</p> <p>"<b>Use</b> both hands," her dad called.</p>
	<p>He took a <b>bow</b> when he finished the dance.</p> <p>That's when I noticed the <b>bow</b> in his hair.</p>
	<p>My little brother found a <b>tear</b> in his stuffed dog.</p> <p>I wiped the <b>tear</b> from his cheek.</p>





## The Knight Fight



A knight was looking for dragons to fight.  
He logged onto a website  
and typed, "Dragons to fight and test my might."  
The website said, "Follow the bright light."

The knight found the dragons and said,  
"I want to fight and test my might!"  
The dragons were very polite.  
They didn't like to fight and bite.  
The dragons liked to fly kites and write.

So the dragons offered the knight  
a flight through the bright night.  
The knight said all right and they flew out of sight.





# Inch by Inch



Inch by inch, row by row,  
Gonna see how much we grow  
All it takes is a friend and a pen  
And the sweet rhyming sound

Inch by inch, row by row,  
We reviewed all that we know  
Gonna see how much we've grown  
Till our ideas come tumbling down

Inch by inch, part by part  
Gonna learn these words by heart  
Growing wiser from the start  
Stretching way up off the ground

