Overcoming Obstacles

Obstacles are problems that we face in life. Overcoming obstacles means using our talents to solve our problems. Sometimes we can overcome an obstacle on our own, but sometimes we need the help of our friends and family.

ESSENTIAL QUESTION

How can we overcome obstacles?
### Instructional Overview

**MAIN READING FOCUSES**

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<tr>
<td><strong>RL.2.2</strong> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
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<td><strong>RL.2.5</strong> Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</td>
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<tr>
<td><strong>RL.2.9</strong> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
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### READING: LITERATURE

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<td><strong>RL.2.4</strong> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
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<tr>
<td><strong>RL.2.9</strong> Compare and contrast the treatment of similar themes, topics, characters or plots of two or more stories.</td>
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<th>Range of Reading &amp; Level of Text Complexity</th>
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<tr>
<td><strong>RL.2.10</strong> 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.</td>
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<td><strong>RF.2.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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| **RF.2.3b** Know spelling-sound correspondences for additional common vowel teams. | SR |

| **RF.2.3d** Decode words with common prefixes and suffixes. | SR |

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<tr>
<td><strong>RF.2.4b</strong> Read grade-level text orally with accuracy, appropriate rate, and expression.</td>
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| **RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | SR |

*standard adapted from another grade

RA = Read Aloud | SR = Shared Reading | MW = Modeled Writing | SW = Shared Writing | MP = Modeled Practice | SP = Shared Practice | RV = Review
### Instructional Overview

**Days 1–6**

#### MAIN WRITING FOCUSES

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<tr>
<td><strong>W.2.1</strong> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect the opinion and reasons, and provide a concluding statement or section.</td>
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<td><strong>W.2.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
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#### LANGUAGE

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<td><strong>L.2.1d</strong> Form and use the past tense of frequently occurring irregular verbs.</td>
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<td><strong>L.2.2c</strong> Use an apostrophe to form contractions and frequently occurring possessives.</td>
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<td><strong>L.2.4a</strong> Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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| **L.2.5b** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | SR | SR |

#### SPEAKING & LISTENING

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<th>Comprehension &amp; Collaboration</th>
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<tr>
<td><strong>SL.2.1a</strong> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
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<td><strong>SL.2.2</strong> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
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<td><strong>SL.2.3</strong> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
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#### WRITING

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Read Aloud

“The Three Billy Goats Gruff”

**LEARNING FOCUS**

RL.2.2

Students listen closely to recount a story and determine its central message, lesson, or moral.

**TODAY AT A GLANCE**

**READ ALOUD**

pp. 214–216

**SMALL GROUP READING**

(see Theme at a Glance)

**WORD RECOGNITION/STUDY**

pp. 254–255

**WRITING WORKSHOP**

pp. 262–263

**KEY IDEA**

Three billy goats must outwit a troll if they are to get to the juicy grass on the other side of a bridge. They are successful because they work together.

**PREVIEWING THE TEXT**

3 minutes

Read the title of the selection, “The Three Billy Goats Gruff.” Then read to the end of the sixth paragraph.

- Who would like to share what has happened in the story so far?

  The billy goats want to get to the grass on the other side of the bridge, but there is a mean troll under the bridge who will eat them.

- That troll sounds like a real obstacle, or problem.

**CLOSE LISTENING TO THE TEXT**

7 minutes

Explain the learning focus, reminding students that the story will mean more to them after they have read the whole text and can think about its message. Read several more paragraphs to the second stopping point.

- When I read or listen to a story, I pay close attention to the events. I notice what obstacle, or problem, the characters face and how the characters overcome, or solve, it. Before I read more, I want to share what I’ve noticed so far. The three Billy Goats Gruff are facing an obstacle. There is a troll who will try to eat them if they cross the bridge to get to the grass on the other side. But Big Billy Goat Gruff has a plan. As I read this section, think about the problem and what the plan might be.

Model identifying events in a story and thinking about the story’s obstacle and the characters’ plan for overcoming it. Encourage students to share what they notice.

- From what I just read, I think I can guess what the billy goats’ plan is. Does anyone else have ideas they’d like to share?

  The goats are going to trick the troll. Little Billy Goat Gruff and Middle Billy Goat Gruff tell the troll they are too small for him to eat.

- What did they tell the troll?

  They both say, “I won’t make much of a meal” and “Why don’t you wait for my brother?”

- Let’s keep reading to find out what happens.

Encourage students to think about how the characters overcome the obstacle in the story as you read to the third stopping point at the end of the story. Model thinking about the story’s message.

**ELL SUPPORT**

RL.2.2 Read Aloud Based on students’ needs, you may choose to differentiate read aloud instruction for ELLs in a small group setting using the ELL read aloud strategies in Getting Started.
As I read, pay attention to how Big Billy Goat Gruff deals with the troll. Listen and notice whether his plan is successful. Did the ending surprise anyone? I liked how Big Billy Goat Gruff stood up for himself and his brothers. Who’d like to share how Big Billy Goat Gruff overcame the obstacle?

He told the troll he wasn’t scared. Then he used his horns to push the troll off the bridge.

Many stories have a message the author wants us to think about. Often, the author leaves it up to us to figure out what that message is. Let’s talk about that in our discussion.

DISCUSSING THE TEXT

Guide the discussion by first modeling what you noticed about the story’s lesson or message. Then encourage students to share their own ideas.

When I read the rest of the story, I noticed how Big Billy Goat Bluff’s words and actions were different from his brothers’. Who can tell why?

He couldn’t tell the troll to wait for his bigger brother. There were no more brothers.

So, how did the billy goats overcome the obstacle?

They worked together.

That sounds like an important message. But let’s retell the most important parts of the story and decide if they support it. Who’d like to start?

The goats were afraid of the troll. Big Billy Goat Gruff had a plan. So the smaller brothers told the troll they were too small to eat; he believed them and let them cross. Then the biggest brother used his horns to push the troll off the bridge. The goats could now eat the grass on the other side.

Can we say the message in our own words?

When we face an obstacle, we should work together to overcome it.

That’s what the billy goats did!

CONNECTING TO THE THEME

Initiate a conversation about the theme, Overcoming Obstacles, and the Essential Question, How can we overcome obstacles? Encourage students to turn and talk with a partner to discuss how the text relates to the theme and Essential Question.

As we listen to and read the texts in this theme, I’d like you to think about the Essential Question, How can we overcome obstacles? Now turn and talk to a partner about how the text “The Three Billy Goats Gruff” provides an example of overcoming an obstacle.
The Three Billy Goats Gruff
Retold by Luther Reimer

Once upon a time, there were three goats. They were called the Billy Goats Gruff.

The Billy Goats Gruff lived on one side of a bridge. Every day, they looked over the bridge to the other side. The grass was very long over there.

Every day, the Billy Goats Gruff thought about crossing the bridge to live on the other side. There was one problem. A grumpy old troll lived under the bridge.

Soon, all the grass on the goats’ side of the bridge was nearly gone.

“We must go over the bridge for more grass to eat,” Little Billy Goat Gruff said, “but how are we going to get past that troll? He will want to catch us and eat us.”

“I have a plan,” said Big Billy Goat Gruff. He whispered the plan to the others, and off they went.

The smallest billy goat went over the bridge first. Trip, trop, trip, trop went his little hooves on the bridge.

“Who’s that walking on my bridge?” called the troll.

“It’s me, Little Billy Goat Gruff,” the smallest goat said.

“I’m going to eat you up!” growled the troll.

“I won’t make much of a meal. I’m too small. Why don’t you wait for my big brother?” said the smallest goat.

“That’s not a bad idea. Go on, then,” the troll said.

And Little Billy Goat Gruff crossed the bridge safely.

Next came the middle billy goat. Trip, trop, trip, trop went his hooves on the bridge.

“Who’s that walking on my bridge?” the troll called.

“It’s me, Middle Billy Goat Gruff,” the middle goat said bravely.

“I’m going to eat you up!” growled the troll.

“I won’t make much of a meal, I’m not much bigger than my little brother. Why don’t you wait for my older brother? He’s much bigger than I am,” the middle goat said.

“That’s not a bad idea,” the troll said. “Go on, then.”

Last came Big Billy Goat Gruff. Trip, trop, trip, trop went his big, strong hooves on the bridge.

“Who’s that walking on my bridge?” the troll called.

“It’s me, Big Billy Goat Gruff,” said the big goat.

“I’m going to eat you up!” growled the troll.

And he began to climb up onto the bridge. But Big Billy Goat Gruff was ready for him.

“Ha! You don’t scare me, old troll!” said Big Billy Goat Gruff.

He bent his head and pointed his horns at the troll. Then he ran at the troll and pushed him off the bridge! The troll fell into the river below and was never seen again.

Then Big Billy Goat Gruff crossed the bridge and joined his little brothers in the long, juicy grass.
REFLECTING ON THE TEXT

Engage students in a brief discussion about “The Three Billy Goats Gruff.”

- Let’s review what I read to you in our last session. Who will share what the story of the Billy Goats Gruff was mostly about?
  - The goats wanted to cross a bridge to eat the long grass, but they were afraid of the troll who lived under the bridge. The biggest goat had a plan.

- Can someone add to that?
  - The goats worked together to trick the troll.

- I like how you identified the problem. Was there a message in the story?
  - We should work together to solve a problem.

CLOSE LISTENING TO THE TEXT

Explain the new learning focuses for this rereading of the story. Help students understand the parts of a story’s structure—the beginning, middle, and ending. Read the first five paragraphs, to the first stopping point. Model your thinking for students.

- Today as I reread “The Three Billy Goats Gruff,” keep in mind what we already know about the story and its message. As you listen this time, pay attention to what happens in each part of the story—the beginning, the middle, and the ending. This will help us understand how stories work. . . .
  - I noticed a couple of things in the beginning of this story. First, the characters of the three billy goats and the troll were introduced. I also learned about the story’s problem. The goats couldn’t cross the bridge because of the troll. Most stories’ beginnings introduce two things—the characters and their problem.

Continue reading, stopping at the next two designated stopping points. Model your thinking and encourage students to share their thoughts about the middle of the story.

- As I read, pay attention to the middle of the story. This is where the action happens, and the characters work toward solving a problem. . . .
  - Who can talk about the middle of the story?

  - The two younger brothers cross the bridge. They tell the troll they are too small to eat. They say that the troll should wait for their bigger brother, and he does.

- At this point in the story, the troll is still a problem. Listen closely to the details that tell how the big billy goat solves the problem. Also notice how the story ends in a way that we enjoy and that makes sense. . . .
  - Who can tell what happened?

  - Big Billy Goat Gruff told the troll he wasn’t scared. He pushed the troll off the bridge and crossed to the other side.
In the ending, the problem got solved, and we found out what happened to all the characters. In most stories, the ending concludes the action, or brings it to an end, in a way that makes sense. The ending should also be enjoyable for the reader, whether it’s happy or sad. Did this story have a happy ending?

Yes. It was happy for the goats, but not for the troll.

DISCUSSING THE TEXT

Guide a discussion by first modeling what you noticed about the story’s structure. Encourage students to share what they learned.

I noticed that this story had a clear beginning, middle, and ending. Who can tell us what we learned in the beginning?

We learned who the characters were and what the problem was.

Right, story beginnings introduce the characters and their problem. Who can tell about the middle?

In the middle, the characters took action. They started to solve their problem.

What happened at the end of the story?

They solved the problem. We learned what happened to the characters.

Help students understand that authors use a logical structure to tell a story.

Most authors tell stories with a clear beginning, middle, and ending. These story structures, or parts, help readers understand the story better. Readers know they will meet the characters and their problem in the beginning, read about the action in the middle, and find out how the problem gets solved in the ending. Would anyone like to comment?

This story had all three parts, and readers did all those things.
**Key Idea**

A space monster catches a small robot. When the robot promises to help the monster later, the monster laughs and releases it. Later, the monster crashes his spaceship, and the robot is the only one to help. They become friends.

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**Previewing the Text**

 Invite students to read the title of the story with you. Reintroduce the learning focus to students from the Day 1 read aloud session.

- Today we’re going to read another story. Let’s read the title together. As we read, we’re going to practice the same thinking we used with the story about the billy goats. We’re going to figure out the story’s message or lesson.

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**Close Reading of the Text**

Ask students to join the reading as they are comfortable. Reread the title and the first page together. Remind students to think about the learning focus.

- Who’d like to retell what has happened so far in the story?
  
  A spaceship catches a robot.

- Then what happens?
  
  A monster comes in. He’s called a ligon. The ligon wants the robot’s parts to fix his spaceship.

- Now, remember that the author probably has a message for us to figure out. We’ll need to think about all the important parts of the story before we can determine the message. Let’s keep going.

Read to the end of the second page. Encourage students to keep noticing the events in the story and thinking about what the story’s message might be.

- Who can talk about what happens on page 24?
  
  The robot promises it will help the ligon later if the ligon lets the robot go now. The ligon laughs.

- Why does the ligon laugh?
  
  The ligon doesn’t think the robot could ever help him. He is so powerful.

- Then what happens?
  
  The ligon lets the robot go, and the robot disappears.

- Let’s keep reading to find out what happens to the characters. Then we can figure out the lesson.

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**Learning Focus**

**RL.2.2**

Students read closely to recount a story and determine its central message, lesson, or moral.

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**Today at a Glance**

**Shared Reading**

pp. 219–222

**Small Group Reading**

(see Theme at a Glance)

**Word Recognition/Study**

pp. 254–255

**Writing Workshop**

pp. 264–265

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**Word Recognition/Study**

**RF.2.3d**

Expand students’ vocabulary skills with a discussion of suffixes, particularly the use of -est to indicate superlatives. Then focus on the word meanest on page 23.

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**ELL Support**

**L.2.4 Vocabulary**

Support vocabulary such as pay you back, running out of, and swept out in context using the ELL vocabulary strategies in Getting Started.
Focus students’ attention on the word meanest on page 23.

- Who can tell me what a suffix is? 
  *It’s a word part that is added to the end of a word to change its meaning.*

- Let’s turn to page 23. How does the suffix -est change the word mean? 
  *It changes the word to mean “the most of something.”*

- Right, adding the suffix -est to a description word tells you that something is the most in amount or quality.

Finish reading the story. Encourage students to identify the story’s important events and the obstacles each character faces.

- Let’s retell what happened. Who’d like to start? 
  *The ligon was in an accident. He needed help.*

- Then what happened? 
  *The robot helped the ligon. It sawed through the wires. The ligon called the robot his friend.*

- That’s a good retelling. You focused on the story’s important parts. What obstacle did each character face? 
  *The ligon caught the robot. The robot needed to escape.*

- And the ligon? 
  *The ligon got trapped in his spaceship. He also needed help.*

- So, both characters got caught and needed help. I wonder if we can determine the story’s lesson now. Let’s talk about it.

DISCUSSING THE TEXT

Facilitate a discussion of the lesson in the story. Remind students of the importance of asking and answering questions during a discussion.

- Now that we have read the entire story, we should talk about what its lesson might be. Before we meet with partners, let’s review why it is important to ask and answer questions during discussions. Even if we listen carefully to what others say, we still might not understand their ideas. We should ask for help. We can say, “I don’t understand what you mean. Can you say it again using different words?” Or, we can restate what we think the person meant: “When you said _____, did you mean ____?”
Have students meet with a partner to discuss the lesson of the story.

- Turn and talk with a friend about what the lesson of the story might be. Remember, you should consider the most important parts of the story and then figure out the message the author wants you to understand. Listen carefully to your partner’s ideas, ask questions, and then come up with a statement about the story’s message. . . . Who would like to share?
  
  *We thought the message was that if you do someone a favor, they might help you out later.*

- Can you point to parts of the story that support your idea?
  
  *The ligon lets the robot go. Later the robot saves the ligon’s life.*

- Do you think the story’s message is specifically about saving someone’s life or just about helping others?
  
  *I think that was just the way the story went. The lesson would still work if the characters had just helped each other.*

Focus on the words *spins* and *zips* on page 24.

- Let’s have a close read of page 24 where the robot meets the space monster. At the top of the page, the story says that the “little robot spins its head in fear.” Who can tell—or show—what it means when something spins?
  
  *It goes around in a circle really fast.*

- When the ligon releases the robot, the robot “zips away from the ligon’s ship.” How does something zip away?
  
  *It moves really quickly.*

- The author chose the words *spin* and *zip* specifically to describe the robot. What do these two words tell us about it?
  
  *It’s fast. It doesn’t move like people move.*

- Those words help us imagine how the robot moves. They help us understand the character better.

Remind students of the utility of this comprehension strategy.

- Remember that when we read a story, we get a better understanding when we figure out its message. Who would like to say the message of the story in their own words?
  
  *If you act like a friend, you might get a friend.*

- Is there another way?
  
  *If you help someone, you could get help in return.*

- Both of those statements are supported by the story. Good work!
CONNECTING TO THE THEME

Engage students in a conversation about the theme, Overcoming Obstacles, and the Essential Question, How can we overcome obstacles? Compare the characters and events in the two stories you’ve read. Encourage students to turn and talk to discuss how the characters dealt with their obstacles.

- We’ve been talking about overcoming obstacles as we’ve read through this theme. I would like for us to think and talk about the characters in “The Monster and the Robot” and “The Three Billy Goats Gruff.” Turn and talk to a partner about how the characters overcame their obstacles.

Invite students to share their ideas. Encourage them to compare the obstacles faced by the characters and the solutions they came up with.

- Who’d like to share what they decided about the characters and their obstacles?
  - In both stories, there was a scary character—the troll and the space monster. That character caused an obstacle.

- What were those obstacles?
  - The troll was going to eat the billy goats. The ligon was going to take apart the robot.

- How did the characters overcome their obstacles?
  - The billy goats worked together to outsmart the troll. The robot offered to help the ligon.

- Did the solutions work?
  - Yes. The billy goats got to the other side of the bridge, and the ligon and the robot became friends.

- It’s important to note that there is more than one way to solve a problem. Let’s think about the theme of overcoming obstacles as we read other stories.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students use the blackline master on page 274 for collecting evidence as they answer the following question: What obstacles did the robot overcome in the story? Use details from the story to support your answer. Have students note specific obstacles as well as the steps the robot took, with the end goal of writing their own responses to the question. Students can work on this task during independent writing time or during shared writing on Day 3 of the theme.
RETURNING TO THE TEXT

3 minutes

Encourage students to share their thoughts about “The Monster and the Robot.” Then explain the learning focus for this session.

Today we’re going to reread the story together. Who will remind us what “The Monster and the Robot” was mostly about?

A space monster caught a robot. The robot promised to help the monster. The monster laughed and let the robot go. Later, the robot saved the monster’s life. They became friends.

CLOSE READING OF THE TEXT

7 minutes

Ask students to join in reading as they are comfortable. Read the first two pages of the story together. Remind students to think about the learning focuses as they read along.

Let’s reread the first two pages together. As we read, remember what we learned about the structure of a story. Who can tell us what happens at the beginning of a story?

The author introduces the characters and tells their problem.

Does that happen in this story?

Yes, we meet the space monster and the robot. The problem is that the monster has captured the robot.

What happens in the middle of a story?

That is where the action takes place. The characters start to solve the problem.

And what happens in this story so far?

The ligon lets the robot go. The robot flies away.

Read to the end of the third page. Guide students to see how events in the middle help move a story toward its conclusion.

The middle of a story tells how the characters try to solve their problems. Let’s read the third page together. Which character has a problem here?

The ligon’s spaceship crashed, and the ligon is trapped.

How is this different from the beginning of the story?

In the beginning, the ligon trapped the robot. Now the ligon is trapped.

Finish reading the story. Guide students to see how the ending concludes the action.

The ending of the story should tie up any loose ends. We’ll continue reading to the end of the story. As we read, notice how the characters solve their problems.
DISCUSSING THE TEXT

Guide students in a discussion of the story’s ending.

- We’ve talked a lot about the beginning and middle of the story. What can we say about the ending?
  
  *The robot kept its promise. It helped the ligon when he was in trouble.*

- What happened to the two characters?
  
  *They became friends.*

- Do you think the ligon learned a lesson at the end? What is it?
  
  *Yes. He learned he was not so powerful, and that he needed friends.*

Introduce the idea that writers often create different versions of traditional stories. Invite students to talk briefly about other stories they have read with similar premises.

- Writers often write stories that are based on traditional tales. Because the characters and the lessons they learn are timeless, authors like to update the stories for today’s readers. Does this story remind you of a story you have read before? We’ll have a chance to read a similar story in the next few days. Then we can see how the stories are similar and different.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

**Formative/Summative Assessment** Have students continue using the blackline master on page 274 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write their own responses to the question: "What obstacles did the robot overcome in the story? Use details from the story to support your answer." You may wish to have students use the blackline master on page 275 for drafting their constructed responses.
Shared Reading

“The Lion and the Mouse”

KEY IDEA  A lion catches and then releases a mouse. In return, the mouse promises to help the lion. When the lion gets caught in a net, the mouse gnaws the ropes to free him.

PREVIEWING THE TEXT

Read the title of the story with students. Explain that today, you’ll be reviewing their understanding of and ability to apply a learning focus you’ve been practicing. Confirm students’ understanding of what a message is.

Today we’re going to read a fable. A fable is a short story about animals that has a message. Read the title with me. . . . Our work as readers is to read and apply one of the strategies we’ve been practicing this week. We’ll read the fable, think about its most important parts, and then figure out the story’s message. Who’d like to tell us what a message is?

It’s an important idea that the author wants us to understand.

CLOSE READING OF THE TEXT

Ask students to join in the reading as they are comfortable. Reread the title, and read the first three paragraphs of the fable together. Remind students to keep the learning focus in mind as they read along with you.

Who can share what our work is today?

We are thinking about the important parts of the fable and then using them to figure out the message of the story.

Let’s all think about that as we read to the end of the third paragraph. Please read along with me.

Check to see if students understand the application of the focus.

Who can tell what has happened so far in the fable?

A lion is sleeping when a mouse wakes him up. The lion wants to kill the mouse, but the mouse begs him not to.

What happens after that?

The mouse promises to help the lion one day. The lion laughs at the idea and lets her go.

What obstacle does the mouse face?

how to get away from the lion

How does she overcome it?

She promises to help the lion one day.
Explain the importance of students using text evidence to support their thinking.

- When we share our thinking about something we read, we need to have evidence to back up our ideas. Please point to a place in the text that supports your thinking about the events in the story.
  
  *Here the mouse says, “Please let me go, and one day I will repay you.” Then the story says, “So he laughed aloud and let her go.”*

- That is a good close reading of the story. I liked how you thought about what you read and used the text to support your answers.

Turn to page 27 and point to the word *pleaded* (without saying it) for students to locate in the text. Then use the Sound, Read, and Check routine to help students decode the word.

- Let’s use the Sound, Read, and Check strategy with this word. When I first try to sound it and blend it, I get *pleh-add-ed*. Read it with me in the sentence. Then we’ll check to see if it makes sense. . . . Does *pleh-add-ed* make sense here? No. Let’s try to correct it. (Say *pleaded*.) Let’s check again. Does it make sense now? Remember to sound, read, and check when you come to a word you do not know. Later we’ll talk more about decoding this word.

Continue reading to the end of the story. Guide students to make a connection between the characters’ actions and the story’s message.

- Let’s read to the end of the story. Keep in mind the mouse’s promise as we read. Watch for other obstacles in the story. Think about what message the author wants us to learn.

**DISCUSSING THE TEXT**

Explain that as students share their thinking with peers, they should follow the rules of discussion.

- When we talk with one another in groups, it is important to follow the basic rules of discussion. We should always listen carefully to the person who is speaking, and we should be respectful in taking our turn to speak. For example, we should say, “I would like to add something” or ask “May I add something?”

Focus on the word *pleaded* in the first paragraph on page 27.

- Let’s have a close read of the first paragraph. When the lion grabbed the mouse, she “pleaded with the lion to spare her life.” Who wants to tell what the mouse did?
  
  *She begged. She asked the lion to let her go.*
When you plead, your voice gets small, and you act respectfully to the person you are pleading with. How does knowing the meaning of the word *pleaded* help you understand the story?

*It helps me understand how small and helpless the mouse was.*

Encourage students to talk together about the message of the story. Point out the utility of the learning focus in other reading.

Let’s take time to talk with friends about the story’s message. Think about all the events in the story before you come up with a message. Who’d like to share their thoughts?

*It’s important to keep your word.*

Anyone else?

*You should be kind to people because they could help you later.*

Who’d like to explain that message?

*The lion could have killed the mouse, but he didn’t. Later, the mouse saved the lion’s life.*

Right, the mouse kept her word. She promised to repay the lion’s kindness, and she did. Notice how we came up with a couple of messages. Every story will have a message that we can state in different ways.

**TEACHER’S CHOICE**

**PHONICS FOLLOW-UP**

Write *pleaded* and *asleep* on a whiteboard or chart paper. Underline the ea of *pleaded* and the ee of *asleep*. Guide students to use the Sound and Say routine to read these words.

Let’s practice reading words with the long e sound using our Sound and Say strategy. We’ll try it together. (Point to the underlined letters of the word.) Sound it. (Students say the underlined sound.) Now say the word. (Repeat for the next word.) Let’s go back to page 27 and read these words in the text.

**CONNECTING TO THE THEME**

Engage students in a conversation about the theme, Overcoming Obstacles, and the Essential Question, *How can we overcome obstacles?* Invite them to turn and talk to a partner about overcoming obstacles.

Let’s talk more about our theme, Overcoming Obstacles. The characters in all three stories we read this week had to overcome obstacles. Let’s take time to think more about the characters of the billy goats, the monster and the robot, and the lion and the mouse. What obstacles did they overcome? Turn and share with a partner. . . . What do we think?
In each story, there was a bully—the troll, the monster, and the lion. The other characters had to deal with the bully.

How did they do that?

The billy goats tricked and then pushed the troll over the bridge. The robot and the mouse made promises to the monster and the lion and then later helped them.

Those are two stories about overcoming obstacles. As we continue reading in the theme, we’ll likely read about more.

Encourage students to make additional links across the theme.

Who has ideas about the message the stories had in common?

The stories all seem to say that it’s important to not give up. The goats, the robot, and the mouse didn’t give up when the bullies tried to get them. They made a plan or a promise. They used their heads.

That’s a good message, too. Keep it in mind as we read more stories in the theme. Think about the ways we can overcome obstacles.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

**Formative/Summative Assessment** Have students use the blackline master on page 274 for collecting evidence as they answer the following question: What lesson did the lion learn in the story? Use evidence from the story to support your answer. Have students gather specific evidence for the lion’s character with the end goal of writing their own responses to the question. Note that each guided reading lesson plan includes a constructed response question for students to work on independently as well.
Shared Reading

“The Lion and the Mouse”

RETURNING TO THE TEXT

Invite students to summarize “The Lion and the Mouse” from the last session.

- Let’s recall what happened in “The Lion and the Mouse.” Who’d like to retell the most important parts of the story?
  - A mouse woke up a sleeping lion. The lion grabbed the mouse. The mouse begged for her life and promised to help the lion later.
- Then what happened?
  - When the lion got caught in a net, the mouse used her teeth to free the lion. She kept her word.

Explain the focuses for today’s reading of the same text.

- We’re going to reread this story today. Remember what we discussed last time about the story’s message. When we reread the story today, I want us to focus on the story’s structure. Then we’ll compare this story to “The Monster and the Robot.”

CLOSE READING OF THE TEXT

Ask students to join in the reading as they are comfortable. This is the third time students are utilizing these learning focuses, and the short text is ideal for additional reading practice. Read the entire story and remind students to think about the learning focuses as they read.

We’re going to reread this story together without stopping. I want you to read closely and pay attention to what happens in each part of the story. Also, think about how the characters and events in this story are similar to another story we have read together.

DISCUSSING THE TEXT

Facilitate a discussion about what happens in the story’s beginning, middle, and ending. Students should use their own words and point to text evidence to support their ideas.

- When we talk together today, I would like you to share your thoughts about the story’s structure. Then we’ll go back to find evidence that supports our thinking. . . . Who’d like to start?
  - In the beginning of the story, we met the lion and the mouse. We also read about the mouse’s obstacle.
- Who can explain it?
  - The lion wanted to kill the mouse, but the mouse begged for her life.

VOCABULARY

L.2.5b Discuss the words pleaded and cried on page 27. Ask students to talk about how the words have similar meanings and then describe or act out the difference between each word.
That happened in the middle of the story. What else happened in the middle?

*The lion let the mouse go. Then the lion got caught in a net.*

Who can tell about the story’s ending?

*The mouse chewed through the net and freed the lion. The mouse said that “even a tiny mouse can help a mighty a lion.”*

Guide students to compare and contrast two versions of the same story,

You have read two versions of the same story. “The Monster and the Robot” is a modern version of “The Lion and the Mouse.” Talk with a friend about how the stories are the same and how they are different. Then we’ll share. . . . Who can start?

*Both stories have a powerful character that catches a smaller one. The monster and the lion think they are powerful. In the end, they need help from the smaller characters, the robot and the mouse.*

How are the stories different?

*One story is set in space. The other is set in a jungle. The lion and the mouse don’t become friends like the monster and the robot do.*

Is the lesson the same or different?

*In both, the message is about helping others. A small character helps a big strong character. If you take the time to help someone now, you might get his help later in return.*

Remember, when we read stories, it helps to understand their message and their similarities to other stories.

**FLUENCY**

**RF.2.4b** Demonstrate how dialogue “sounds” different from the rest of the text. Read paragraphs 2 and 5 aloud, modeling how you change your voice when you read text surrounded by quotation marks. Then have students chorally read along with you.

**WHAT’S NEXT?**

**SMALL GROUP READING**

Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

**WORD RECOGNITION/STUDY**

Turn to pages 256–257 for review.

**WRITING WORKSHOP**

Turn to pages 266–267 for performance task modeled writing instruction.

**CONSTRUCTED RESPONSE: WRITE TO SOURCE**

**FORMATIVE/SUMMATIVE ASSESSMENT** Have students continue to use the blackline master on page 274 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write their own responses to the question: *What lesson did the lion learn in the story? Use evidence from the story to support your answer.* You may wish to have students use the blackline master on page 275 for drafting their constructed response.
## Instructional Overview

### Days 7–15

#### MAIN READING FOCUSES

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<td>Determine which major events in a story are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.</td>
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<td>Identify how the author describes characters, sets up major events across the story, and uses events to establish the overall plot.</td>
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<td>Compare and contrast the treatment of similar themes, topics, characters, or plots of two or more stories.</td>
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#### READING: LITERATURE

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<td>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
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<td>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.</td>
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#### READING: FOUNDATIONAL SKILL

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<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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| **RF.2.3b**                |    |    |    |    |    |    |    |    |    |
| Know spelling-sound correspondences for additional common vowel teams. |

| **RF.2.3d**                |    |    |    |    |    |    |    |    |    |
| Decode words with common prefixes and suffixes. |

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| **RF.2.4c**               |    |    |    |    |    |    |    |    |    |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

*standard adapted from another grade

RA = Read Aloud | SR = Shared Reading | MW = Modeled Writing | SW = Shared Writing | MP = Modeled Practice | SP = Shared Practice | RV = Review
### Instructional Overview

#### Days 7–15

**MAIN WRITING FOCUSES**

**Text Types and Purposes**

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<tr>
<td><strong>W.2.1</strong> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement or section.</td>
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**Production & Distribution of Writing**

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<td><strong>W.2.5</strong> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
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### LANGUAGE

**Conventions of Standard English**

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<td><strong>L.2.1d</strong> Form and use the past tense of frequently occurring irregular verbs.</td>
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<td><strong>L.2.2a</strong> Capitalize holidays, product names, and geographic names.</td>
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**Vocabulary Acquisition & Use**

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<tr>
<td><strong>L.2.4a</strong> Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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<td><strong>L.2.4d</strong> Use knowledge of the meaning of individual words to predict the meaning of compound words.</td>
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<td><strong>L.2.5b</strong> Distinguish shades of meaning among closely related verbs and closely related adjectives.</td>
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### SPEAKING & LISTENING

**Comprehension & Collaboration**

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<td><strong>SL.2.1a</strong> Follow agreed-upon rules for discussions.</td>
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<td><strong>SL.2.2</strong> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
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<td><strong>SL.2.3</strong> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
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**Presentation of Knowledge & Ideas**

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<td><strong>SL.2.4</strong> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
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<td><strong>SL.2.5</strong> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</td>
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<td><strong>SL.2.6</strong> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
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### WRITING

**Production & Distribution of Writing**

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<td><strong>W.2.6</strong> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
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**Research to Build & Present Knowledge**

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<td><strong>W.2.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
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RA = Read Aloud | SR = Shared Reading | MW = Modeled Writing | SW = Shared Writing | MP = Modeled Practice | SP = Shared Practice | RV = Review
**Read Aloud**

**“The Three Wishes”**

**KEY IDEA** An old woman lends a grand lady her frying pan. In return, the lady grants the woman three wishes. The old woman and her husband make foolish wishes and end up with nothing.

**PREVIEWING THE TEXT**

3 minutes

Read the title of the selection, “The Three Wishes.” Then read to the end of the fourth paragraph.

- Who’d like to share what has happened in the story so far?
  
  A grand lady asks an old woman if she could borrow her frying pan. The old woman says yes.

**CLOSE LISTENING TO THE TEXT**

7 minutes

Explain the learning focus. Share with students that they will understand a story better if they think about the major challenges the characters face and how the characters respond to those challenges.

- When I read a story, I try to figure out which events are challenges, or difficult situations for the characters. I also think about how each character responds to those challenges. Before I read more, I want to share what I’ve noticed so far. I think the first challenge in the story is how the old woman will respond to the grand lady. The old woman is poor and the grand lady is rich, so the old woman might have asked the grand lady to give her money for the frying pan. Instead, the old woman is gracious and lends the frying pan to the lady. This response tells me that the old woman is a kind person.

Read to the second stopping point. Model identifying how characters respond to a challenge. Encourage students to share what they notice.

- As I read to the next stopping point, notice if there are any other challenges and how the characters respond to them. . . .
  
  Who can tell about another challenge for the old woman?
  
  She now has three wishes to spend.

- And how does she respond to this challenge?
  
  She plans to wait for her husband to come home to help her make the wishes. But she wants to cook a meal and wishes for a sausage.

- Do you think that was a good use of a wish?
  
  No, she could have wished for something much better. She just didn’t think about what she was saying.

**STOP for discussion**

**LEARNING FOCUS**

RL.2.3*

Students listen closely to determine which major events are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.

**TODAY AT A GLANCE**

Read Aloud

pp. 233–235

Small Group Reading

(see Theme at a Glance)

Word Recognition/Study

pp. 258–259

Writing Workshop

pp. 268–269

**ELL SUPPORT**

RL.2.3* Read Aloud Based on students’ needs, you may choose to differentiate read aloud instruction for ELLs in a small group setting using the ELL read aloud strategies in Getting Started.
Encourage students to think about how the characters respond to the challenges as you read to the third stopping point. Model identifying challenges and the characters’ responses. Invite students to share what they noticed. Then read to the end of the story.

Listen for more challenges in the story as I continue reading. . . . Now the old man also seems to have a challenge. His challenge is to deal with his wife’s first wish. Who can talk about that?

He yells at her for wasting a wish on a sausage. Instead of wishing for something special, he wishes the sausage would stick to his wife’s nose.

Who will comment about that?

That wish was even worse than the wish for the sausage.

I agree. Now, I’ll read to the end.

Guide students in a discussion by modeling what you noticed about how the characters responded to challenges. Encourage students to share their own observations.

When I read the rest of the story, I thought the biggest challenge was the final wish. I worried that the old man would wish for something special and leave the sausage on his wife’s face. What happened instead?

He wished that the sausage would go away. And it did.

So, in the end, the old couple had nothing, not even a sausage. What does that say about the way they responded to the challenges of the three wishes?

They didn’t think about their wishes before they made them.

Do you think the characters learned anything?

Maybe they learned not to make choices without thinking them through.

Initiate a conversation about the theme, Overcoming Obstacles, and the Essential Question, How can we overcome obstacles? Encourage students to turn and talk with a partner to discuss how the text relates to the theme and Essential Question.

As we listen to and read the texts in this theme, I’d like you to think about the Essential Question, How can we overcome obstacles? Now turn and talk to a partner about how the text “The Three Wishes” provides an example of overcoming an obstacle.
The Three Wishes
Retold by Celencia Chévere

Once there was an old woman and an old man who lived in Spain. They were poor, but they loved each other and were happy.

One evening, the old woman was at home alone, busy mending socks. While she was working, a grand lady came in.

“I would be so grateful if you would lend me your frying pan,” said the fine grand lady. “My daughter will be married soon, and I am expecting guests from all over the country.”

“Of course you may borrow it,” replied the old woman.

So the grand lady took the frying pan and thanked the old woman, promising to pay her well for the use of the pan.

A few days later the grand lady returned with the pan. Again she found the old woman alone.

“My deepest thanks for letting me use your frying pan,” said the grand lady. “In return for your kindness you shall have three wishes.”

With this the grand lady left.

The old woman expected the old man home soon. She decided to wait until he arrived so he could help with the wishes.

In the meantime, the old woman wanted to cook a nice meal. Earlier she had been to her neighbor’s cottage, and there she had seen a big juicy sausage, a chorizo.

“That was a beautiful chorizo,” said the old woman. “I wish I had one just like it for our meal.” Suddenly, a chorizo appeared on the table.

Then the old man came in, and the old woman cried, “Old man! I lent my frying pan to a grand lady, and when she returned it, she promised us three wishes. Look!”

“Why did you wish for a chorizo when you could have anything?” scolded the old man. “I wish that chorizo would stick to your nose.”

At that the old woman began to cry, for sure enough, there was the chorizo hanging from her nose.

“How could you wish for such a terrible thing?” cried the old woman. “All I wanted was something nice for us.”

“We both made very foolish wishes, but we have one wish left,” the old man said. “You wish for something.”

“No, you wish for something,” said the old woman, still crying.

“I wish my wife was rid of that terrible chorizo,” he said.

And in the next moment, the chorizo was gone.
Read Aloud

“The Three Wishes”

LEARNING FOCUSES

RL.2.3*, RL.2.5*

Students listen closely to identify how the author describes characters, sets up major events across the story, and uses events to establish the overall plot. Students continue to determine which major events are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.

TODAY AT A GLANCE

READ ALOUD
pp. 235–237

SMALL GROUP READING
(see Theme at a Glance)

WORD RECOGNITION/STUDY
pp. 258–259

WRITING WORKSHOP
pp. 268–269

REFLECTING ON THE TEXT

Engage students in a brief discussion about “The Three Wishes.”

Let’s think back and recall the story I read aloud in our last session. Who’d like to retell the most important events in the story?

An old woman loaned her frying pan to a grand lady. In return, the grand lady gave her three wishes. The old woman wished for a sausage. That made her husband mad. He wished the sausage would stick to her nose. Then he wished the sausage would be gone. They wasted all their wishes.

CLOSE LISTENING TO THE TEXT

Explain the new learning focus for this rereading. Ask students to think about how the author describes the characters in the beginning and tells what happens to them in the middle and ending. Read up to the first stopping point. Then model your thinking.

As I reread the story, think about what we already know about the challenges the characters faced and how they responded. This time, also pay attention to how the author describes the characters in the beginning of the story. . . . I noticed that the author said the old woman and the old man lived in Spain. She said they were old and poor, but loving and happy. The author described the lady as fine and grand.

Continue to read up to the second stopping point. Model your thinking about the characters and how their actions form the plot.

As I read the next section, focus on what the characters do and how their actions help create the story’s action. . . . Who would like to tell what the characters did?

The grand lady asked to borrow a frying pan from the old woman. The old woman said yes.

Then what did the characters do?

The grand lady returned the frying pan and gave the old woman three wishes.

That’s an important plot event that sets up the whole story. The story could go anywhere from here. Let’s keep reading.

Read to the third stopping point and encourage students to share their ideas about the characters and their actions. Then read to the end of the story.

I’ll read the next section. Listen closely to find out what the characters do and what their actions tell us about them. . . . Who’d like to share their thoughts about the old woman and the old man?

The old woman wanted to wait for her husband, but she also wanted to cook. She thought about the sausage that she saw at her neighbor’s cottage. So she wished for a sausage.

SHARE

Describe the characters in the story. Tell about the things that happen and how the characters feel about them. Describe things the characters do because of what happens to them.

STOP for discussion

236  OVERCOMING OBSTACLES
How do you think that affected the story?
   She wasted a wish.

And then what did the old man do?
   He scolded the old woman. Then he wished the sausage would stick to her nose.

That’s another wasted wish. Then what happened?
   They argued, but the old man realized that they had both made foolish wishes. Then he wished the sausage away.

So in the end they had nothing. I think we all agree that the old woman and the old man didn’t think their wishes through before they made them.

DISCUSSING THE TEXT

Guide a discussion about how the characters’ actions were the events that formed the plot. Then encourage students to share their observations about the characters’ responses to the challenges in the story.

Who’d like to share how they think the characters’ responses to the wishes are linked to the plot?
   The story is mostly about how the characters spent the wishes.

Who’d like to comment on the characters’ responses to the challenge of the wishes?
   The old man and woman shouldn’t have argued. The first wish was silly, but the other two could have been special. Instead, the old man got angry and made another bad wish.

But the old man acted correctly in the end by wishing the sausage off his wife’s nose. Would anyone else like to comment?
   In the end, the old people had nothing because they wasted the wishes. But they were already happy, so they didn’t lose anything either.

That’s a fair observation.

WHAT’S NEXT?

SMALL GROUP READING
Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

WORD RECOGNITION/STUDY
Turn to pages 258–259 for shared practice.

WRITING WORKSHOP
Turn to pages 268–269 for performance task modeled writing instruction.

ELL SUPPORT

RL.2.3* Discussing the Text Ask students questions at students’ language proficiency and provide the following sentence frames for student responses: The challenge is ____. ____ responds to the challenge by ____.
Shared Reading

**Pheasant and Kingfisher**

**LEARNING FOCUS**  RL.2.3*
Students read closely to determine which major events are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.

**KEY IDEA** In this Aboriginal tale, Bookbook and Bered-bered are men who travel across the land. When they camp along a stream, a man warns them they will be attacked. Bookbook and Bered-bered prepare for battle but are soon overpowered. They use their special powers to transform into birds—a pheasant and a kingfisher—and fly away. Their enemies turn to stone. The last section of the book explains how the writer (an anthropologist) and illustrator (an Aboriginal artist) collaborated on the book.

**PREVIEWING THE TEXT**  3 minutes (pages 1–11)
Preview the covers with students. Invite students to read the title and back-cover text with you.

- Today we’re going to read a book together. Let’s read the title and back-cover text. . . . What have you learned so far?
  - It’s going to tell about two men from the northwest. The story is from the Aboriginal culture.

- Aboriginals are the native people of Australia, a country on the other side of the world from here.

Reintroduce the learning focus from the recent read aloud session.

- Remember when I read “The Three Wishes” aloud? As I read, I stopped so we could talk about which events were challenges and how the characters responded. As we read together now, I’d like you to practice thinking in the same way. We’ll decide which events are challenges and how the main characters respond.

**CLOSE READING OF THE TEXT**  7 minutes
Ask students to join in reading when they feel comfortable. Read the title page and then read the text to page 4.

- Let’s start by reading the title page and then up to page 4. As we read, our work is to figure out which events are the challenges and how the characters Bookbook and Bered-bered respond.

Ask students to share their thoughts about the story. Then ask them to point out something that is a challenge for the two characters.

- Who would like to share what has happened so far in the story?
  - A long time ago, Bookbook and Bered-bered came from the northwest. They traveled far. They had to walk far every day and set up camp each night. Then they came to a stream.

- Which of these events is a challenge for the characters?
  - Walking far and camping can be hard work.
Good point. How did the characters respond? Point to a place in the text that helps you answer.

_The story says that they were prepared. They carried fire sticks and baskets of water for drinking._

Right. They don’t seem to be in any danger or have any problems they can’t handle.

Turn to page 6 and point to the word _higher_ (without saying it) for students to locate in the text. Then use the Sound, Read, and Check routine to help students decode the word.

Let’s use the Sound, Read, and Check strategy with this word. When I first try to sound it and blend it, I get _hig-her_. Read it with me in the sentence. Then we’ll check to see if it makes sense. . . . Does _hig-her_ make sense here? No. Let’s try to correct it. (Say _higher_.) Let’s check again. Does it make sense now? Remember to sound, read, and check when you come to a word you do not know. Later we’ll talk more about decoding this word.

Continue to read to the end of page 11.

Let’s keep reading. Pay close attention to any events that might be challenges for the characters. Think about how they respond to those challenges and how the characters change. If you notice something important, hold those thoughts in mind to share after we finish reading.

**DISCUSSING THE TEXT**

Invite students to meet with partners to discuss the parts of the story they have read so far. Tell students to support their ideas with evidence from the text. Also, remind students to ask and answer questions as part of their discussion.

Let’s meet with partners to talk about the book so far. As we share our thinking, let’s do two things: Let’s listen carefully to what our partners say, and let’s support our ideas with evidence from the text. Remember that it’s okay to ask questions. If you do not understand your partner’s ideas, ask such questions as: “I don’t understand what you are saying. Can you restate your ideas differently?” and “Can you show me where in the text you got your idea?” Asking questions will help clarify your thinking.

Tell students to focus specifically on the challenges facing the characters and how the characters deal with them.

Let’s talk now about the challenge Bookbook and Bered-bered face. . . . Who’d like to share their thoughts?

_A man warned Bookbook and Bered-bered that some men wanted to kill them._
That’s a serious challenge. Who can tell what the characters do in response?

*They stayed calm. They thanked the man. Then they got ready. They painted themselves and sharpened their spears. They seemed to know what they were doing.*

Can you point to a place in the text that supports your answer?

*On page 10, the text says that they “were both clever men and had plenty of power, and they knew just what to do.”*

Discuss the word *clever* on page 10.

Let’s have a close read of page 10 where it tells how Bookbook and Bered-bered prepared for battle. The text says they were clever. Who’d like to explain what *clever* means?

*It means “smart” or “intelligent.”*

Yes, a clever person is smart—a quick learner who is often confident about his or her brainpower. How does knowing the word’s meaning help your understanding of the story?

*It tells me that the characters are not afraid. They know they can handle the challenge.*

Encourage students to think and talk more about the characters’ challenges. Remind them to use this strategy in other reading they do.

As we continue to read the story, keep in mind what we have discussed about Bookbook and Bered-bered’s challenges and their responses to them. Remember, thinking about how characters respond to challenges helps us look at a text more closely and think more deeply about its meaning.

**PHONICS FOLLOW-UP**

Write *higher* and *while* on a whiteboard or chart paper. Underline the *igh* of *higher* and the *i_e* of *while*. Guide students to use the Sound and Say routine to read these words.

Let’s practice reading words with the long *i* sound using our Sound and Say strategy. We’ll try it together. (Point to the underlined letters of the word.) Sound it. (Students say the underlined sound.) Now say the word. (Repeat for the next word.) Let’s go back to pages 6 and 8 and read these words in the book.
CONNECTING TO THE THEME

Initiate a conversation about the theme, Overcoming Obstacles, and the Essential Question, *How can we overcome obstacles?* Ask students to compare the challenges of Bookbook and Bered-bered to those of other characters they’ve read about in the theme.

- We’ve been thinking about different story characters and how they respond to challenges. Think about the characters we’ve read about so far and decide which ones face their challenges better. I’ll chart your responses as we talk.

Encourage students to share their thoughts about how the characters overcome obstacles.

- Who’d like to share his or her thoughts?
  
  *I think Bookbook and Bered-bered faced their challenges better than the old woman and man in “The Three Wishes.” Those characters had a good challenge, and they ruined it by making silly wishes. Bookbook and Bered-bered are calm. They know what they are doing.*

- Good point. I wonder what will happen to them in the ending of the story.
Shared Reading

Pheasant and Kingfisher

LEARNING FOCUSES

RL.2.3*, RL.2.5*, RL.2.9*

Students read closely to identify how the author describes characters, sets up major events across the story, and uses events to establish the overall plot. They also compare and contrast the treatment of similar themes, topics, characters, or plots of two or more stories. Students continue to determine which major events are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.

RETURNING TO THE TEXT

Ask students to think about Pheasant and Kingfisher and share what they feel the story is mostly about so far.

Before we reread the first part of this book, let’s talk about what it is mostly about so far.

Bookbook and Bered-bered are two men who travel and camp. After a while, they camp by a stream. There is plenty of bamboo to cut to make spears for hunting. A visitor tells them they will be attacked, so they get ready for battle. They know what to do.

Clarify the learning focuses for this session.

Let’s reread the beginning of Pheasant and Kingfisher together. We’ve been talking about challenges in stories and how the characters respond or contribute to those challenges. Let’s also look at how the author describes the characters and how the characters and challenges in this story are similar to and different from those in other stories we’ve read.

CLOSE READING OF THE TEXT

Ask students to join in the reading. Reread the first few pages of the story together, to page 11. Remind students to think about the learning focuses as they read along.

Reading a text again helps us dig a little deeper to better understand not only what’s happening but also why things happen. Read along with me... I think it was helpful to read this again and really concentrate on the challenges the two characters face. Did anyone notice an interesting description the author gave about the characters?

The author calls the characters men, but they are also birds.

Yes. On page 2, the author talks about “two men”: “One was called Bookbook, the Pheasant. The other was Bered-bered, the Kingfisher.” Do the illustrations help?

They show that the characters have human bodies and birds’ heads.

Have students elaborate on how the characters respond to their challenges. Guide students to notice how the characters’ responses in part contribute to the plot.

Now let’s talk about how the characters’ responses to their challenges move the story forward. Who’d like to comment?

One challenge is traveling across the land. Every day, the two characters walk all day, carrying their own water and then camping each night.

What’s another challenge?

They are going to be attacked, so they get ready to fight. They sharpen their spears and paint themselves.
I think it’s important to note that Bookbook and Bered-bered caused this challenge. They cut bamboo without asking for permission. Now they have enemies to fight. In our next session, we’ll read to find out what happens to them.

**DISCUSSING THE TEXT**

Facilitate discussion in which students compare the characters and challenges in *Pheasant and Kingfisher* with others they have read.

- You’ve been sharing many ideas as we read today. I noticed that the way Bookbook and Bered-bered respond to their challenges is a bit like other characters we’ve read about. Does anyone have any ideas?
  
  *They are like the lion in “The Lion and the Mouse.” They know they are powerful and can handle their challenges.*

- But the lion got in trouble and needed help later. I wonder if that will happen to Bookbook and Bered-bered. We’ll find out. Any other thoughts?
  
  *They are clever and strong, like Big Billy Goat Gruff.*

Guide students to contrast the story to others they have read in the theme.

- We’ve talked about how the story is similar to others we’ve read. Now let’s discuss how the characters and their challenges are different. Who can start?
  
  *The characters are smart, unlike the old woman and the old man in “The Three Wishes.” There are no bullies, like in “Three Billy Goats Gruff” and “The Monster and the Robot.”*

- That could change. We’ll find out as we keep reading. You have done a good job of looking for similarities and differences among a variety of stories.
LEARNING FOCUS

RL.2.3*

Students read closely to determine which major events are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.

TODAY AT A GLANCE

SHARED READING
pp. 244–245

SMALL GROUP READING
(see Theme at a Glance)

WORD RECOGNITION/STUDY
pp. 260–261

WRITING WORKSHOP
pp. 270–271

VOCABULARY

L.2.5b Discuss the word dodged on page 12. Help students understand that dodged means “to move out of the way.” Have students make a list of related verbs that suggest sudden movement, such as jerked, jumped, leapt, sprung, and dove. Talk about how each word has a slightly different meaning.

RETURNING TO THE TEXT

3 minutes (pages 12–22)

Invite students to share their thoughts about the story, encouraging them to listen to each other and to add to what others have shared. Explain the learning focus.

Before we read today, let’s briefly review our reading so far. Listen to each other’s comments so you can add to what your classmates have shared.

Bookbook and Bered-bered have camped by a stream. Now they are going to be attacked by enemies.

In our last two sessions, we paid close attention to the challenges each character faced and how they responded. Today we’re going to be thinking more about that as we finish reading Pheasant and Kingfisher.

CLOSE READING OF THE TEXT

7 minutes

Ask students to join in the reading as they are comfortable. Read to page 16 together. Remind students to think about the learning focus as they read along with you.

We are going to read the rest of the story today. When we get to page 16, we’ll stop and talk about how the characters dealt with their challenge. . . . Who’d like to share your thoughts?

I didn’t expect that ending. Bookbook and Bered-bered knew what they were doing, but they got overpowered. They turned into birds and flew away.

That was a surprise, wasn’t it? Was that a good response to the challenge of battle?

Yes, because they got to live.

So, how did the characters change over the course of the story?

They changed from men to birds.

The text says they used their power to change into birds. So, is it a happy ending for Bookbook and Bered-bered?

Yes, because their enemies were turned into rocks, while Bookbook and Bered-bered got to fly and sing over the rocks. They won.

Continue reading to the end of the book. Encourage students to keep thinking about the characters’ challenges as they read about how the author and illustrator created the story.

Let’s finish reading the book. On pages 17–22, we’ll learn about the author and the illustrator and how they came up with the words and pictures that tell about Bookbook and Bered-bered and their challenges. As we read this section, think about the challenges of telling a good story.
DISCUSSING THE TEXT

Encourage students to talk about how the characters responded to and contributed to their challenges.

Please share with the group any thoughts you have about the characters’ challenges and how they responded and contributed to them.

I think it was a real challenge for the characters to know when to change into birds. It meant they knew they were losing the fight.

That’s a good point. The characters went into the battle feeling confident but what happened?

The text says that soon “they grew weak and short of breath.” That’s when they decided “it was time for them to use their power.”

Who has thoughts about that?

I didn’t understand why it was a power. I thought power would help them win.

Who’d like to respond?

The power did help them win. They changed into birds, and their enemies turned to stone.

I think the story helps us think about power in a different way.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students use the blackline master on page 274 for collecting evidence as they answer the following question: How did Bookbook and Bered-bered’s challenges help them change in the story? Use details from the story to support your answer.

WHAT’S NEXT?

SMALL GROUP READING

Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

WORD RECOGNITION/STUDY

Turn to pages 260–261 for shared practice.

WRITING WORKSHOP

Turn to pages 270–271 for performance task shared writing instruction.
LEARNING FOCUSES

Students read closely to identify how the author describes characters, sets up major events across the story, and uses events to establish the overall plot. They also compare and contrast the treatment of similar themes, topics, characters, or plots of two or more stories. Students continue to determine which major events are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.

RETURNING TO THE TEXT

Explain to students the purpose of this session.

Today we’re going to review the events in the story and find evidence of the challenges faced by the characters. We’ll also talk about how the author described the characters and challenges, and we’ll compare the characters to those in other stories we’ve read.

CLOSE READ READING OF THE TEXT

Encourage students to summarize the story.

Let’s start by retelling the story’s most important events. Who can start us off?

Bookbook and Bered-bered traveled the land. Then they camped by a stream and cut bamboo to use for spears. A man told them that they would be attacked. They escaped by turning into birds and flying away. Their enemies turned to stone.

Ask students to discuss how thinking about a story’s characters and events—especially the challenges—helps deepen their understanding.

An author doesn’t always describe an event as “a challenge.” As readers, we have to figure out what the challenge is and then notice how the characters deal with it. Who’d like to remind us of the main challenge that Bookbook and Bered-bered faced?

Enemies attacked them.

And how did the respond?

They prepared for battle. They couldn’t win the battle, so they changed into birds and flew away.

Flip through the book, asking students for text evidence that supports their thinking.

Who can point to places in the text that support our ideas about the challenge?

On page 8, the man tells Bookbook and Bered-bered that men are coming to kill them.” On page 10, the story says, “They were both clever men and had plenty of power, and they knew just what to do.”

And what did they do?

They got ready for battle.

What happened?

Bookbook and Bered-bered turned into birds and flew away.
DISCUSSING THE TEXT

Facilitate a discussion about how this book’s characters and obstacle are similar to and different from other stories they have read in the theme.

- As we wrap up our thinking about this book, let’s talk about how it is similar to and also different from other stories we’ve read about overcoming obstacles. How are the obstacles similar or different from other stories?
  
  *The obstacles are the enemies that want to fight Bookbook and Bered-bered. That’s like in “The Lion and the Mouse.” Hunters went after the lion.*

- Let’s focus on the stories with animal characters. Who has thoughts?
  
  *Bookbook and Bered-bered are like the three billy goats gruff because they have an enemy, and they work together to overcome it.*

- Yes, and both stories have a surprise ending. How are the stories different?
  
  *The goats win their battle with the troll. They don’t change into something else the way Bookbook and Bered-bered do.*

Guide students in a brief discussion of the stories’ themes.

- What message do the stories tell you about life? Who has an idea?
  
  *Pheasant and Kingfisher and “The Three Billy Goats Gruff” show that it’s important to be smart and use your power if you want to survive.*

- Anything else?
  
  *Friendship is important, too. The friends help each other in “The Lion and the Mouse” and in this story.*

CONSTRUCTED RESPONSE: WRITE TO SOURCE

**Formative/Summative Assessment** Have students continue using the blackline master on page 274 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write their own responses to the question *How did Bookbook and Bered-bered’s challenges help them change in the story? Use details from the story to support your answer.* You may wish to have students use the blackline master on page 275 for drafting their constructed responses.

WHAT’S NEXT?

**SMALL GROUP READING**

Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

**WORD RECOGNITION/STUDY**

Turn to pages 260–261 for review.

**WRITING WORKSHOP**

Turn to pages 270–271 for performance task shared writing instruction.
Shared Reading

“The Crow and the Pitcher”

**LEARNING FOCUS**

*RL.2.3*

Students read closely to determine which major events are challenges and describe how characters respond or contribute to the challenge and how it changes the characters over time.

**KEY IDEA**

The only water available to a thirsty crow is at the bottom of a narrow necked pitcher. The crow figures out how to fill the pitcher with pebbles to make the water rise, so he can drink it.

**PREVIEWING THE TEXT**

3 minutes

Invite students to read the title of the story with you. Reintroduce the learning focus from prior sessions, explaining that you’d like them to lead some of the thinking.

We’re going to read a new story today. Let’s read the title together. As we read the story, we’ll practice the same thinking we used with our last two stories. We’ll pay close attention to what’s happening in the story and to the challenges the characters face. We’ll also think about how the characters respond or contribute to those challenges. This is a short text, so you can jump right in.

**CLOSE READING OF THE TEXT**

7 minutes

Invite students to join in the reading as they feel comfortable. Reread the title, and then read the first paragraph together. Remind students to think about the learning focus as they read along with you.

Let’s reread the title together and then continue to the end of the first paragraph. As we read, think about what’s happening and what you notice about the characters. . . . What did you notice so far?

The crow is very thirsty, but the only water he finds is at the bottom of a pitcher with a narrow neck. The other birds laugh at the crow for thinking he can get to that water.

So what is the crow’s main challenge?

to get to the water

Why is it a challenge?

There hasn’t been any rain. The only water is in a place that’s hard to reach.

Let’s read more to find out how the crow responds to the challenge.

Read to the end of the story. Encourage students to keep thinking about how the crow responds to the challenge.

Let’s continue thinking about what is happening and keep looking for challenges. We’ll read the next two paragraphs together. Notice how the crow responds to the challenge of getting the water. . . . What did you notice?

The crow starts dropping pebbles into the pitcher.
I wonder what he is trying to do. Let’s keep reading to find out. . . . Who can tell us?

*The pebbles pushed the water up so the crow could drink it.*

Does anyone have any thoughts about that?

*The crow was really smart to do this.*

So, the crow’s response to the challenge tells us something important about him as a character. Does the crow change over time?

*Not really, except that in the end he gets a drink and feels better.*

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**DISCUSSING THE TEXT**

10 minutes

Review the rules for discussion before having students meet with partners to discuss the story’s challenge and the character’s response to it.

Next, we are going to meet with partners to talk about the story’s main challenge and the crow’s response to it. But before we meet, let’s briefly review the rules for discussion. Who’d like to start?

*We should speak one at a time and always wait our turn before speaking. We should never interrupt.*

Anything else?

*We should listen carefully and respectfully to others.*

Those are the basic rules. It’s easy to get excited when you are having an interesting discussion, but not interrupting and listening carefully are the keys to having a successful discussion.

Guide a discussion in which students consider the challenges in the story and the descriptions of how the character responded.

So, let’s keep talking about the challenges in the story. We’ve already talked about the main challenge for the crow—getting a drink of water. Are there any other challenges? Talk for a minute with a partner, and then we’ll share our ideas. . . . Who’d like to begin?

*We thought it was a challenge for the crow to keep trying to get water even though the other birds were laughing at him.*

Why is that a challenge?

*Sometimes it’s easier to go along with others.*

Good point. But the crow really wanted that water and knew how to get it, so he kept trying to get around that obstacle. Do you think it was worth the effort?

*Yes, because the crow thought he might die of thirst, and in the end he got a drink of water.*
Focus on the word exactly in the second paragraph of the story.

- When authors tell a story, they choose their words carefully. They want readers to understand their meaning. Let’s look at the word exactly in the second paragraph. Who can tell what the word means?
  
  *It means “precisely” or “totally.” It means there’s no doubt.*

- How does it affect the meaning of the sentence?
  
  *It tells the reader that the crow was sure of what he was doing.*

- If the author had used the phrase “kind of” or “maybe,” we would have a different idea about the character of the crow—that he was just lucky instead of smart when he got the water he needed.

**CONNECTING TO THE THEME**

Prompt a discussion about the theme, Overcoming Obstacles, and the Essential Question, *How can we overcome obstacles?* Encourage students to think about the characters’ challenges in the theme’s stories. Ask them to turn and talk about the challenges in the stories and to make connections among them.

- We’ve read many stories about overcoming obstacles in this theme, and we have met many characters that have faced challenges along the way. We’ve talked about how the characters responded to their challenges and how some changed as a result. Today, let’s compare and contrast some of those stories. Pick one other story we’ve read in this theme and compare and contrast it to “The Crow and the Pitcher.” Turn and talk with a partner, and then we’ll share.

Invite students to share their thinking about how the characters and challenges in “The Crow and the Pitcher” were similar to and different from another story in the theme.

- You’ve had time to share your thoughts with a partner. Who’d like to share some ideas they talked about?
  
  *We thought the crow was like Bookbook and Bered-bered because he faced his challenge with confidence. He knew exactly how to get the water from the pitcher.*

- Does anyone have any other thoughts?
  
  *Both stories were about staying alive. The characters had to meet the challenge or die.*

- Right. Both texts said that the characters knew what they were doing. I like how you compared the characters’ situations and their responses to their challenges.
Guide students to continue the discussion by focusing on differences between the stories.

- What are some important differences between the stories?
  
  *The crow wasn’t fighting anybody. He didn’t have an enemy like Bookbook and Bered-bered. He also didn’t cause his problem the way they caused their problem.*

- How about the endings? How are they different?
  
  *Bookbook and Bered-bered were men that turned into birds. Crow didn’t change into anything else.*

- But the characters in both stories flew away at the end, didn’t they? The stories had a lot of similarities and differences. Comparing and contrasting the stories has deepened our understanding of both.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

**Resource** Formative/Summative Assessment Have students use the blackline master on page 274 for collecting evidence as they answer the following question: *How would you describe the crow’s character? Use details from the story to support your answer.*
**RETURNING TO THE TEXT**

3 minutes

Ask students to share what they remember about the story from the last reading.

- Before we reread this story, let’s talk together about what “The Crow and the Pitcher” was mostly about.
  
  A thirsty crow had to figure out how to reach the water in a pitcher. He used pebbles to bring up the water.

- Today when we read, we’re going to focus on how the author describes the characters and sets up the events. We’ll also compare the story to others you have read.

**CLOSE READING OF THE TEXT**

7 minutes

Reread the first paragraph of the story together. Ask students to join in the reading as they are comfortable. Remind them to think about the learning focuses as they read.

- We’re going to reread the first paragraph together. Pay attention to how the author describes the challenge and how the characters respond. . . . Let’s stop here. It sounds as though all the birds are suffering from the lack of water, but only the crow makes an effort to get some water. What descriptions does the author include that help us know this?
  
  The author tells how the crow tries to get water out of the pitcher. The other birds laugh at him. The text says, “The other birds laughed as he kept trying without success.”

- Read the second paragraph together, continuing to focus on how the author describes the main challenge in the story and how the characters respond.
  
  Let’s read the next paragraph. . . . Did anyone notice any descriptions of the challenge or the character’s reaction?
  
  The author makes it clear that the situation is serious for the crow. The text says “The poor crow felt as if he must die of thirst.”

- So, how does the crow react?
  
  He has an idea. He starts dropping pebbles into the pitcher.

- Which characters understand what his plan is?
  
  The text says the crow “knew exactly what he was doing.” It says that the other birds “couldn’t figure out what he was doing. They thought he had lost his mind.”
Continue reading to the end of the story. Encourage students to keep thinking about how the author describes the challenges and the character’s responses.

Let’s read the final paragraph of the story. As we read, we’ll keep looking for descriptions from the author that help us understand the challenges the crow faces and how he responds. Let’s also begin thinking about how the story is similar to and different from others we’ve read in this theme.

DISCUSSING THE TEXT

Facilitate a discussion in which students describe the main character and events in the story. Guide students to compare and contrast the character and events with those in other stories.

Let’s talk about the main character and the challenging event in this story. Who’ll start?

The main character is the crow. His challenge is to get water out of a pitcher. He drops pebbles into the pitcher to make the water rise.

How is the crow like or unlike other characters you’ve read about?

The crow is like the mouse and the robot. He doesn’t care what others think. He just wants to survive. He’s not like the mouse and the robot because he doesn’t make friends or help others later.

It’s interesting how the characters in these stories could be similar and different at the same time.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students continue using the blackline master on page 274 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write their own responses to the following question: How would you describe the crow’s character? Use details from the story to support your answer. You may wish to have students use the blackline master on page 275 for drafting their constructed responses.

WHAT’S NEXT?

SMALL GROUP READING

Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

WORD RECOGNITION/STUDY

Turn to pages 254–261 for review of skills based on students’ needs.

WRITING WORKSHOP

Turn to pages 272–273 for performance task shared writing instruction.

DAY 15 PUBLISHING AND PRESENTATION

Students will spend the majority of the instructional day sharing and presenting their performance tasks. Turn to page 273 for more information.
Inflectional Endings (Adding -s, -es, -ed, or -ing to Verbs)

**Model Sentences:** Paul Bunyan was chopping down a hundred trees. He piled them onto his ox, Blue. Blue carried the trees to the river. Now Paul tosses the trees into the river.

**DAY 1 MODELED PRACTICE**

Write the model sentences on a chart or interactive whiteboard and read them with students. Discuss or review that the inflectional endings -s, -es, -ed, and -ing are added to verbs and that sometimes the verbs change when the endings are added. See the word bank in the margin for more verbs to use. Review the skill at the end of the lesson.

- Let’s read these sentences together. . . . What is the verb with an ending in the first sentence? *chopping*
- What ending has been added to the verb *chop*? *-ing*
- What happened when *-ing* was added to *chop*? *The final consonant was doubled.*
- Because the verb *chop* has a short vowel sound and a single final consonant, the final consonant *p* was doubled before the ending *-ing* was added. What is the verb with an ending in the second sentence? *piled*
- What ending has been added to the verb *pile*? *-ed*
- What happened when *-ed* was added to *pile*? *The final e was dropped.*
- Because the verb *pile* has a final e, the e was dropped before *-ed* was added. We have learned several rules for adding endings to verbs. Let’s decide which of these rules applies to each verb in the word bank.

**DAY 2 SHARED PRACTICE**

Invite students to create new sentences that contain verbs with the endings -s, -es, -ed, or -ing. You may wish to provide a list of words for them to choose from or work with them to create a list. Guide students to write sentences that link to the theme of using stories to overcome obstacles, if possible. Review the skill at the end of the lesson. Save students’ work for the review session.
Let’s write more sentences with verbs with the -s, -es, -ed, and -ing endings. First, let’s make a list of verbs to which we can add endings. We’ll choose a verb and then use the verb with an ending in a sentence. Let’s pick the first verb. . . . try. Pecos Bill tried to catch a tornado with his lasso. What ending did we add to the verb try?

- ed

Did we have to change the verb before we added - ed? If so, how?

Yes. We changed the y to i.

Let’s pick another verb. . . . plan. Cinderella was planning to go to the ball. What ending did we add to the verb plan?

- ing

Did we have to change the verb before we added - ing? If so, how?

Yes. We doubled the final consonant.

**DAY 3 REVIEW**

Display the work students did during the shared practice session. Remind them that the -s, -es, -ed, and -ing inflectional endings may affect the verbs to which they are added. Have students create new theme-related sentences with verbs with inflectional endings and explain how they added the endings to the verbs.

Let’s look at the work we did yesterday. We used verbs with inflectional endings in sentences: Pecos Bill tried to catch a tornado with his lasso. Cinderella was planning to go to the ball. Who will underline the verb with an ending in each sentence? What is the root word in each verb?

try, plan

Now let’s add other endings to these words and use them in new sentences.

John Henry was trying to beat the machine with his strength. The prince planned to look for Cinderella.

I’ll write those sentences here. What ending did we add to try, and how did we change the root word before we added the ending?

- ing; we did not change the root word

What ending did we add to plan, and how did we change the root word before we added the ending?

- ed; we doubled the final consonant

**INDEPENDENT PRACTICE**

Have students use the blackline master on page 276 to add the endings -s, -es, -ed, and -ing to root words. Then have them use three of the verbs in sentences of their own.
Model Sentence: The Tortoise wasn’t fast, so the Hare was sure he’d win the race.

DAY 4 MODELED PRACTICE

Write the model sentence on a chart or interactive whiteboard and read it with students. Discuss or review with students that a contraction is a word made by combining two words, leaving out one or more letters, and putting an apostrophe in place of the letter or letters. See the word bank in the margin for more contractions. Review the skill at the end of the lesson.

Read this sentence with me . . . . Who can identify the first contraction in this sentence?

What is a contraction?
A contraction is a word that is made by combining two words and leaving out one or more letters. A contraction has an apostrophe in place of the missing letter or letters.

What two words make up the contraction wasn’t?
was not

What letter or letters were left out?
the letter o

Look at the sentence again. What is the other contraction in the sentence?
he’d

What two words make up the contraction he’d as it is used in this sentence?
he would

What letter or letters were left out?
the letters w, o, u, and l

Let’s use the contractions wasn’t and he’d in other sentences about folktales, fables, and fairy tales.

DAY 5 SHARED PRACTICE

Review with students how contractions are formed. Write several contractions (See word bank). Invite students to help you create a theme-related sentence containing two contractions. Review the skill at the end of the lesson. Save all student work for your review session.
Today we are going to work with contractions. What can you tell me about contractions?

A contraction is a word that is made by combining two words. One or more letters are left out. An apostrophe shows where the letter or letters are left out.

Let’s choose two contractions and then write sentences with them. We’ll try to make the sentences relate to our theme. We’ll use didn’t and I’m. Who has an idea?

The big bad wolf said, “I’m waiting,” but the three little pigs still didn’t let him in.

Let’s say the sentence together, emphasizing the contractions. . . . Now we’ll write more sentences with contractions.

**DAY 6 REVIEW**

Display the work students did during the shared practice session. Review the concept of contractions as well as their construction and use. Demonstrate for students how an apostrophe is used to replace one or more letters in a contraction.

Here are the sentences we made when we last talked about contractions. Let’s look at the contractions to see how they are formed. (Write all the contractions from the sentences on the easel or whiteboard.) We’ll start with I’m. First, we’ll write the two words that make up the contraction. What are they?

I and am

That’s right. What letter or letters are missing in the contraction?

the letter a

What is used in place of the letter a?

an apostrophe

The apostrophe shows that a letter was left out when the contraction was formed. The apostrophe in I’m stands for the letter a. Let’s look closely at the other contractions we used in our sentences.

**INDEPENDENT PRACTICE**

E-resource Have students use the blackline master on page 277 to write the contraction for the words and complete each sentence. Then have them write two sentences with contractions. Have pairs of students check each other’s work and point out the contractions in each other’s sentences.

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**TEACHER TIP**

Point out to students that not all contractions are made from two words. The contraction can’t is made from the single word, cannot. However, can’t is formed in the same way as other contractions made from a verb and the word not. Also point out that while most contractions made from a verb and not drop the letter o in not, the contraction won’t is different. Made from the verb will and the word not, won’t drops three letters from will and keeps the o in not. Explain to students that this unusual contraction must be memorized.

**INTERVENTION/REVIEW**

Days 13 and 14 have been allocated for additional targeted review for students who are struggling with this skill. Use the word bank provided or the blackline master for repeated practice.
Model Sentence: We can use lessons from folktales, fables, and fairy tales in real-life situations.

DAY 7 MODELED PRACTICE

Write the model sentence on a chart or interactive whiteboard and read it with students. Discuss or review the concept of compound words. Point to the first compound word in the sentence and have students identify the two words that make up the compound. Then ask them whether the compound is open, closed, or hyphenated and how they know. Continue with the other compound words in the sentence.

Today we are going to talk about different kinds of compound words. Look at the sentence. Who can find the compound words in this sentence?

- folktales, fairy tales, real-life
- real-life
- fairy tales

Let's review what we know about compound words. What is a compound word?

A compound word is two or more words joined together to make a new word.

There are three kinds of compound words. A closed compound is two words written as one word. Which word in the sentence is a closed compound?

- the word folktales

A hyphenated compound is two or more words joined by a hyphen or hyphens. Which word in the sentence is a hyphenated compound?

- the word real-life

An open compound is two words that go together but are written with a space between them. Which word in the sentence is an open compound?

- the word fairy tales

How can we figure out the meanings of the compound words?

Sometimes the meaning of a compound word comes from the meanings of the smaller words in the compound.

Let's figure out the meanings of the compound words in the sentence.

DAY 8 SHARED PRACTICE

Have students create a theme-related sentence containing compound words. You may wish to use or add to the word bank in the margin or have students create a list of compound words. Review the skill at the end of the lesson. Save students’ work for the review session.

What did we learn about compound words?

A compound word is a word formed by joining two or more smaller words. The smaller words may be written as one word, may have a hyphen between them, or may be written with a space between them.
Let’s write a sentence with two compound words from our word bank. . . . grasshopper and sunshine. Who has an idea for a sentence?
The grasshopper only wanted to play in the sunshine.

What do the compound words mean?
A grasshopper is an insect that hops through the grass. Sunshine is light that shines from the sun.

Who can give another sentence with compound words?

**DAY 9 REVIEW**

Review the work students did during the shared practice session. words and have students tell about each compound: barnyard, worn-out, finish line, daydream, far-off, long ago.

Let’s look at the sentences we created yesterday. Review the compound words used in the sentences and the meanings of the compounds. Write the following words: barnyard, worn-out, finish line, daydream, far-off, long ago. Let’s read these compound words together. Which words are closed compounds?
barnyard and daydream

Which words are open compounds?
finish line and long ago

Which words are hyphenated compounds?
worn-out and far-off

How can we figure out what each compound word means?
We can look at the meanings of the smaller words in the compound word. We can also look up the compound word in a dictionary.

What does the compound word barnyard mean?
Barnyard is a yard for farm animals around or near a barn.

Let’s continue with the other compound words.

**INDEPENDENT PRACTICE**

Have students use the blackline master on page 278 to read the sentences and compound words and write the compound words that make sense in the sentences. If students aren’t familiar with some of the stories that are used in each sentence, provide a brief summary of the story.

**TEACHER TIP**

Explain to students that it can be difficult to know whether a particular compound word is written as one word, as two separate words, or with a hyphen or hyphens. Suggest that when students are using compound words in their writing, they should always check the spellings of the compound words in a dictionary.
**Model Sentence:** The women wore beautiful dresses and jewels to the parties at the castle.

**DAY 10 MODELED PRACTICE**

Write the model sentence on a chart or interactive whiteboard and read it with students. Discuss or review the ways in which plural nouns are formed. Use these regular and irregular plurals to help students recall what they have learned about forming plural words. See the word bank in the margin for additional regular and irregular plurals to use. Review the skill at the end of the lesson.

- Let's read the sentence together. . . . Which plural words were formed by adding -s or -es?
  - dresses, jewels, parties

- Remember, many nouns add -s to form their plurals. Why was the ending -es added to the noun dress to make its plural?
  - because nouns that end in x, s, ss, sh, or ch add -es

- Why was the ending -es added to the noun party to make its plural?
  - because nouns that end in consonant -y change the y to i and add -es

- Look at the sentence again. What other plural word do you see?
  - women

- What is the singular form of this plural word?
  - woman

- How is the plural of woman different from the plurals of dress, jewel, and party?
  - It does not end with -s or -es.

- Let's review the ways we have learned that nouns form their plurals. Write the words tray, lady, box, and goose. Who can write the plural form of the noun tray? How did we make the word tray into a plural word?
  - We added the ending -s.

**DAY 11 SHARED PRACTICE**

Invite students to create a new sentence on the easel or interactive whiteboard that contains one or two plural words. You may wish to add the words in the word bank to the list. Guide students to write a sentence that links to the theme of folktales, fables, and fairy tales, if possible. Review the skill at the end of the lesson. Save students’ work for the review session.

- Let's take a look at the words girls, babies, and mice. Point to the word girls. The noun girls is a plural word. What is the singular form of the noun girls?
  - girl

- What ending has been added to the plural word girls?
  - -s
Look at the plural word babies. What is its singular form?
- baby

What ending has been added to the plural word babies?
- -es

What else changed to make the plural word babies?
- The final y changed to i.

What is the singular form of the noun mice?
- mouse

How is the plural of mouse different from the plurals of girl and baby?
- It is not made by adding -s or -es. It is different from the singular form.

Now let’s write a sentence with some of these plural words. Who has an idea? . . .
- First the mice and then the girls followed the Pied Piper.

DAY 12 REVIEW

Display the work students did during the shared practice session. Have students create new sentences with regular and irregular plural nouns. Guide them to review how these plural words are similar to and different from one another.

Let’s look at the work we did yesterday. Look at the words girl, baby, and mouse. How can we make these words plural?
- We add -s to girl to make girls. We change y to i and add -es to baby to make babies. We use a different word for the plural of mouse: mice.

Here’s a sentence we worked with: First the mice and then the girls followed the Pied Piper. Who will underline the plural nouns in the sentence? Now let’s use other plural words to write new sentences.
- The bears left their bowls to cool. The prince’s men rode to all the cities. Fairies grant people three wishes. The keys opened the golden boxes.

INDEPENDENT PRACTICE

Have students use the blackline master on page 279 to write the plural form of each singular noun and a sentence using the plural noun.

TEACHER TIP

Suggest that students make a five-column chart, writing one rule about forming plurals at the top of each column and appropriate example words in the column below. Encourage students to add to their chart as they encounter new nouns in their reading and to refer to their chart when they are editing their writing.

TEACHER’S CHOICE

DAYS 13–14 INTERVENTION/REVIEW

Days 13 and 14 have been allocated for additional targeted review for students who are struggling with the skills in this theme. Use the word banks provided or the blackline master for repeated practice.

DAY 15 PUBLISHING AND PRESENTATION

Students will spend the majority of the instructional day sharing and presenting their performance tasks. Turn to page 273 for more information.
LEARNING FOCUS  
**W.2.1**  
Introduce or help students recall characteristics of an opinion piece, in which an opinion is stated about a topic or book; in which reasons for the opinion are given with linking words that connect the opinion and reasons; and in which there is a concluding statement.

ESSENTIAL QUESTION  
How can we overcome obstacles?

SHARE  
Opinion pieces start with an introduction that names a topic or book, followed by a statement of opinion about the topic or book. A reason is given for the opinion. The piece closes with a restatement of the opinion.

LEARNING FOCUS  
**W.2.8**  
Students recall information from experiences or gather information from provided sources to answer a question.

DAY 1 OVERVIEW  
Introduce the theme, Overcoming Obstacles, and the Essential Question, *How can we overcome obstacles?* Discuss ideas about how people overcome obstacles, or solve problems, in their lives.

- In the story I read today, the three Billy Goats Gruff had to deal with the obstacle of the troll under the bridge. The troll wanted to eat them. Who would like to share how the goats overcame that obstacle?  
  
  *Big Billy Goat Gruff came up with a plan. The two younger, smaller goats told the troll not to eat them and to wait for their bigger brother. Then Big Billy Goat Gruff stood up to the troll and pushed the troll off the bridge.*

- The three goats worked together to get rid of the troll so they could reach the juicy grass on the other side of the bridge. We’ll be reading more stories about overcoming obstacles in the next couple of weeks. We should try to notice how the characters deal with their problems. Some will be successful and some will not.

Introduce opinion writing. State the writing focus for the theme.

- In this theme, we’ll be learning about writing an opinion, or how we feel or what we believe, about a topic or a story. Together we’ll write our opinion about how characters overcome obstacles in a story. We’ll think about the key details in the story that we can use to tell why we feel or believe as we do and write these reasons in our opinion piece. Then you’ll have your own chance to write an opinion piece about characters that overcome obstacles.

DAY 2 COLLECT EVIDENCE/WRITE TO SOURCE  
**E.resource**  
Explain the learning focus for the session. Project the collecting text evidence blackline master on page 274 and display the constructed response question in the margin. Read the question with students and model collecting evidence from the text.

- Today we’ll read a question about the story “The Three Billy Goats Gruff.” I’ll share the thinking I’d do in order to answer a question about a text. Let’s read the question together. (Read the question in the margin aloud.) As I think about the question, I’ll try to remember what the three billy goats did to get rid of the troll.

I’ll go back to the text to find evidence that tells what the obstacle in the story was. Here it is. I’ll make a note of that on my evidence sheet and write down the page number. Now, I need to think about how the characters overcame that obstacle. What evidence can you find?

*First, the two smaller goats crossed the bridge. Each told the troll that he would not make much of a meal. Each said the troll should wait for his bigger brother.*
Nothing else?

The biggest goat pushed the troll off the bridge. The troll fell off the bridge and was never seen again.

I'll make a note about that evidence, too—just like I did before.

Model how to draft a constructed response.

I'll begin by turning the question into the first part of my answer. I'll write “The plan worked well because the billy goats were able to get rid of the troll.” I'll use details we put on our evidence sheet to write the next sentence that supports my answer. “The smaller billy goats followed the plan by telling the troll to wait for the bigger goat.” My next detail could be “Then Big Billy Goat Gruff pushed the troll off the bridge.” Are there any more details we could use?

The troll was never seen again, so the plan really worked.

Now let's finish with a strong closing. I'll write, “The plan was a great success. The goats worked together to overcome their obstacle.”

INDEPENDENT WRITING

Ask students to think about additional text evidence to support their own answer. Then have them use these details to draft their own response to the question.
What obstacles did the robot overcome in the story? Use details from the story to support your answer.

We just read “The Monster and the Robot.” Now let’s read this question about the story. (Read the question in the margin.) First, we’ll think about the obstacles or problems the robot had to deal with in the story. Turn and talk with a partner about this. Try to remember what we talked about when we read the story together.

Invite students to share what they and their partners came up with.

Who would like to tell about the obstacles the robot faced in the story?

First, the monster captured the robot. Then the robot had to figure out how to get away from the monster.

Were there any other problems the robot faced?

When the monster got stuck in his crashed spaceship, the robot had to figure out how to free him.

You remembered important details about the robot and his obstacles. How did these details help you understand the story?

Guide students to find evidence for their possible answers in the text. Remind them to think about the robot’s obstacles and how he overcame them. With student input, record their answers in the collecting text evidence blackline master on page 274. Encourage students to read the text closely for evidence about the obstacles and the robot’s actions.

Let’s return to the text together to find specific evidence that supports the obstacles you identified in the story. Who will show us where we can find evidence in the story?

On page 23, the robot says, “Oh, dear.” The robot knows it’s in trouble. Then on page 24, the robot tells the monster “If you let me go now, I can help you later.”

I will write notes about this evidence. Let’s keep reading to find out if the robot’s plan worked. Note that the constructed response question asks about obstacles—that means there must be more than one problem to be solved. We need to be sure to identify at least two obstacles.

INDEPENDENT WRITING

Have students use the blackline master on page 274 to collect text evidence that supports their response to the question.
DAY 4 WRITE TO SOURCE

Explain the learning focus and review the constructed response question. Support students to draft their answers using evidence they collected on Day 3. Remind students to recall the steps you modeled for them.

- Let’s draft a response to the question about “The Monster and the Robot.” We’ll use the notes and text evidence we collected to help us draft our answer. First, let’s review what I did to write my response to the question about “The Three Billy Goats Gruff.”

**E-RESOURCE** Record students’ ideas on a whiteboard or chart. Guide students through each step of drafting their answer. You may wish to use the blackline master on page 275 of this lesson plan as you draft the response.

- We’ll start our response by telling what we’re going to write about. Who would like to share an idea?
  - The robot had several obstacles. First, it got caught by a monster. Then it had to get away from the monster.

- That’s a good start. Now let’s check the evidence we collected to write sentences that explain the obstacles the robot had to overcome and how he did that. What should we write next?

INDEPENDENT WRITING

Students draft their own response to the question using the text evidence they collected.
Modeled Writing
Performance Task: Opinion

LEARNING FOCUS
W.2.1
Students explore characteristics of opinion pieces, in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement or section.

Sample Plan
My Topic
Overcoming Obstacles in “The Lion and the Mouse”

My Opinion
I think the mouse did the right thing by making a promise to the lion and then keeping her word.

Text Evidence
• The mouse promises to help the lion later if he lets her go.
• When the lion gets caught in a net, the mouse gnaws on the ropes to set him free.
• The mouse says, “Even a mouse can help a lion.”
• The mouse was able to save the lion’s life later.

DAY 5 ANALYZING THE TEXT TYPE

Explain the writing performance task for this theme.

Over the next several days, we will be learning more about opinions. Then we will work toward writing an opinion piece. First, I’ll model for you how I might plan, draft, revise, and edit an opinion piece. Then we’ll create one together. You’ll have time to practice writing your own opinion pieces, too.

Review the components and characteristics of narrative text.

Let’s talk about what we already know about opinion pieces. Who’d like to share?

An opinion is something you believe. An opinion piece tells what you believe or how you feel about a topic, a book, or a story. When you say your opinion, you should give a reason. If you’re talking about a story, you can use evidence from the story as a reason.

You have a good idea of what an opinion piece is. Our task is to write an opinion piece about how characters overcome obstacles.

Analyze the structure and elements of an opinion piece using the mentor text (Themed Text Collection Volume 2, page 44) and the two texts read during shared reading.

Let’s look at “Why I Like Anansi” to see what we can learn about the structure of opinion writing that will help us write our own. What do you notice?

In the first sentence, the writer names the topic and says what she thinks. Then the writer gives her reason for her opinion. She uses some evidence from the story to support her ideas. I think that’s important in case people do not agree with your opinion. Then at the end, she says her opinion again.

That’s a good summary of an opinion piece. First, you tell what you are talking about, and then you say what you think about it. Next, you tell why you think this, and then you close by saying again what you think. We’ll want to remember this structure when we write our own opinion pieces.

INDEPENDENT WRITING

Have students create a page entry in their writing journals titled “Opinion.” Then ask them to list the structure and elements of an opinion that they learned about from the day’s lesson.
DAY 6 CHOOSING A TOPIC/PLANNING

Explain the writing performance task for this theme. Model how you choose a topic.

Our task is to choose a topic we have an opinion about. We can write about anything, but I think I will write about the theme, Overcoming Obstacles. That’s a big topic, so I think I’ll use one of the three stories we’ve talked about so far. I’ll write my opinion piece on the story we just read, “The Lion and the Mouse.” By choosing this story, I can figure out my opinion about how the mouse overcame obstacles in the story.

**E-RESOURCE** Create a planning organizer on chart paper or whiteboard similar to the blackline master on page 280. You may wish to do this prior to the lesson, or you can create it as you model your thinking. Model for students the planning of the opinion piece you’ve come up with. Do this on the hand-drawn planner you’ve created in advance, or use the sample provided here. Be sure to save the completed planning organizer for use in the next session.

In the first sentence, I’ll need to say what my topic is, which is overcoming obstacles in the story “The Mouse and the Lion.” Then I’ll state my opinion about how the character of the mouse did that and give a reason why. Now I need some text evidence to support my reason. I need evidence that the mouse did the right thing by making a promise to help the lion and keeping her word later. Here’s some evidence I found.

INDEPENDENT WRITING

Ask students to look through other texts for additional elements and structures of an opinion text.
LEARNING FOCUSES
W.2.1, W.2.5
Students explore characteristics of opinion pieces, in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement or section. Writing is strengthened through revising and editing.

DRAFTING TIP
When modeling the drafting of an opinion, follow this sequence:
• Introduction
• Statement of Opinion
• Text Evidence
• Closing Statement

DAY 7 DRAFTING
Display your planning organizer from the previous session. Review your plan with students and add any new ideas you might have had.

I am thinking about the characters and what happened in the story. It’s still my opinion that the mouse did the right thing by keeping her word. Do you agree?

Create a drafting outline on chart paper or whiteboard using the bullets in the margin. Working off your planning organizer, model for students how you would draft the introduction to your opinion piece.

As I write my first draft, I make sure that I introduce the piece by clearly stating my topic and the story I’m writing about. Then I state my opinion. Here’s one way I could write the introduction: “In the story ‘The Lion and the Mouse,’ the mouse has a big obstacle to overcome when the lion catches her.”

Model drafting an opinion statement.

After writing an introductory sentence, I need to state an opinion. Here’s one way I could write it: “I believe that the mouse did the right thing because later in the story she kept her word and was able to help the lion.” I don’t think “kepted” is the correct form of the past tense. Keep is an irregular verb. Who can help me here?

Try “She kept her word and was able to help the lion.”

INDEPENDENT WRITING
Students choose a topic for an opinion piece about overcoming obstacles.

DAY 8 REVISING
Display your opinion draft from the previous session. Explain that revising gives writers an opportunity to improve their writing. Review your first draft of the introduction and statement of opinion with students.

In the revising step, I go back to my opinion piece to see how I could make my draft better. One way I can do this is by reading it aloud. I’ll decide if my writing is clear and whether I’ve left anything out. I’ll mark places where I need to make changes.

Share with students the places in the text that need revising.

I think my statement of opinion is fine, but I need to add a reason. How about this: “I believe that the mouse did the right thing because later in the story she kept her word and was able to help the lion.” I don’t think “kepted” is the correct form of the past tense. Keep is an irregular verb. Who can help me here?

Try “She kept her word and was able to help the lion.”
INDEPENDENT WRITING

Students plan their own opinion piece about overcoming obstacles.

DAY 9 EDITING

Explain that the editing step is the writer’s last opportunity to be sure the text is correct in every detail. Review the editing tips (see margin for shareable tips). Then model the process of editing the text.

When I edit, I read my text a few times. I make sure I used the correct punctuation at the end of each sentence. I also check that I have capitalized words correctly. The first word of each sentence should be capitalized. Proper nouns, which include the names of people, places, stories, holidays, and products, should also be capitalized. I see that I have done that. The editing tips on this chart will help me remember what to check.

INDEPENDENT WRITING

Ask students to share and compare their topic idea with peers.
LEARNING FOCUS

W.2.1
Students explore characteristics of opinion pieces through teacher modeling, in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement or section.

DAY 10 CHOOSING A TOPIC/PLANNING

Explain the writing performance task for this theme.

Today we’ll start to plan an opinion piece together. You will work on your own or with a partner to write an opinion piece in one paragraph. Like the opinion piece I modeled for you earlier, the opinion piece we’ll start today will relate to our theme, Overcoming Obstacles. When we worked on the earlier piece, we talked about how to introduce the topic and say our opinion clearly. This time, we’ll work on those tasks again. We’ll also work on supplying reasons for our opinion and concluding our piece.

Encourage students to work together to choose a topic for the shared writing project.

Our first step is to choose a topic. First, let’s think about the obstacles or challenges in the stories we’ve read and how the characters overcame them. Turn and talk with a partner about the characters that you think did a good—or bad—job of overcoming obstacles. Then we’ll share our ideas.

The old couple in “The Three Wishes” did a bad job of overcoming obstacles because they wasted their wishes. Pheasant and Kingfisher did a good job because they escaped their enemies. The billy goats did a good job because they worked together.

Let’s decide on one of these ideas for our class opinion piece. You can save the other ideas for your individual pieces.

INDEPENDENT WRITING

Ask students to select a final topic for their independent opinion pieces.

DAY 11 PLANNING

Refer to the blackline master on page 280 to create a planning organizer on chart paper or whiteboard. Invite students to think about the parts and how they are organized in preparation for writing the first draft.

We’ll use this outline to help guide our thinking as we plan our opinion paragraph. Now that we’ve agreed on a topic, we need to decide what we’ll put in each part of the outline. Who would like to share their ideas?

First, we name the story and topic. For the opinion, I would write that the old man and woman did a bad job of overcoming obstacles. For the text evidence, I would describe the wishes they made about the sausage.
Do we all agree with these ideas? Now let’s think of a good closing statement. Let’s restate our opinion in some way.

*I think we should say that this story shows how not to use wishes unwisely. The characters didn’t use their wishes well.*

**INDEPENDENT WRITING**

Students add their opinion and evidence to their planning notes.

**DAY 12 DRAFTING**

Display and review the planning organizer from the prior session. Encourage students to review it and perhaps add some new ideas.

Let’s look again at our planning notes. Who has an idea about our reason?

*We need to be clear that we think the characters did a bad job because they wasted the wishes on silly or mean things.*

Right, and we should use the linking word *because* to show the link between our reason and our opinion. Does everyone agree? I’ll write this on our plan.

Draft an outline on chart paper or whiteboard using the model listed in the margin. Encourage students to refer to the planning organizer as you write.

Let’s talk about how we can draft sentences for our opinion piece using our notes. We want to make sure we state our conclusion clearly. Who has a good idea about what we can say?

*In the end, the old man and woman did a bad job of overcoming obstacles.*

**INDEPENDENT WRITING**

Students draft their independent opinion pieces.
Shared Writing
Performance Task: Opinion

**LEARNING FOCUSES**

**W.2.1, W.2.5**

With teacher guidance and support, students share in the writing of opinion pieces, in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement or section. Writing is strengthened through shared revising and editing.

**CONVENTIONS**

**L.2.1d**

Irregular Past Tense Forms

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**DAY 13 REVISING**

Display the students’ draft. Remind students that revising gives them an opportunity to improve their writing. Read aloud the first draft of the opinion piece with students.

- The revising step of the writing process gives us a chance to improve our writing. Do you remember how I read my text aloud to check that it made sense? Let’s read our draft aloud together. Let me know if you find a place where a change is needed.

Review with students the places in the text that were marked for revising. Guide students to notice where the opinion is not stated clearly or the supporting reason needs text evidence. Work with students to make appropriate revisions.

- Let’s have a look at the places you asked me to flag for revising. Those who asked me to mark places, can you tell me why we should make changes?
  
  *I’m not sure our opinion is clear enough. It isn’t clear that it’s something we think or believe.*

- Okay, let’s rethink the statement. We should start with “I believe” or “In my opinion” and then state that the characters did a bad job of overcoming their obstacles of making three wishes. Anything else?
  
  *In the evidence, we talked about the wishes the couple “maked”; that word should be made.*

- Right, the past tense of make is irregular. Any other comments?
  
  *We should make sure that Spain starts with a capital s because it is a place name.*

Help students write a strong closing for their opinion piece.

- Some of you thought the last sentence was not a good closing because it’s vague. I agree. We should restate our opinion in another way that wraps up the paragraph and makes our reason clear. How could we change the sentence?
  
  *We could say, “I think the characters did a bad job of overcoming obstacles because they wasted their wishes on silly and mean things instead of special things.*

- That’s good. It makes our opinion and reason clear.

**INDEPENDENT WRITING**

Students revise their draft looking for ways to improve their writing.
DAY 14 EDITING

Remind students that the editing step is their last opportunity to make sure the text is correct in every detail. Display the editing tips in the margin as a guide for students as they edit their draft together.

The editing step of the writing process is our last chance to make sure our opinion paragraph is in perfect shape. There are many aspects of the text that we need to think about as we reread and edit our draft. Let’s go over our paragraph together a few times. Each time we can check a different convention. The first time we can check for spelling. Then we’ll check for correct punctuation and capitalization. As we read the text aloud, listen for grammar mistakes. We can change anything that doesn’t sound right. Be sure to check the list as you work together on your draft.

Does anyone see anything we need to edit?
We should make sure that Spain starts with a capital S because it is a place name.

That’s right. Spain is proper noun and should be capitalized.

INDEPENDENT WRITING

Ask students to edit their independent opinion piece using editing tips.

DAY 15 PUBLISHING AND PRESENTATION

Encourage students to share and present the final group text as well as the opinion pieces they created individually or with partners. Celebrate their writing accomplishments.

We’ll start with our class opinion piece. Then you can each share your own piece with the class. I will also put your opinions in our reading corner for you to read later. As we listen, think about our theme, Overcoming Obstacles. Listen for how writers related to that theme in their opinion paragraphs.

EDITING TIPS

• Reread to be sure your message is clear.
• Listen for your voice as you read the work.
• Use proofreading marks where you need to make corrections or changes.
• Check your conventions (spelling, grammar, punctuation, capitalization).
• Check your paragraphing.
• Reread once more.
Constructing Response: Collect Evidence

Check the question you are responding to. Then complete the chart with evidence you find in the text. Write the page number where you found it.

☐ What obstacles did the robot overcome in the story? (RL.2.2)

☐ What lesson did the lion learn in the story? (RL.2.2)

☐ How did Bookbook and Bered-bered’s challenges help them change in the story? (RL.2.3*)

☐ How would you describe the crow’s character? (RL.2.3*)

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Score: __________
Name ____________________________ Date ____________

**Constructed Response: Write to Source**

**What to Do**

- Read the question carefully.
- Review your text evidence.
- Draft an opening sentence that restates the question and indicates what your answer will be.
- Include several details that support your answer.
- Draft a closing statement that briefly restates your answer.
- Proofread your work to revise and edit.

________________________________________________________________________

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Score: ______________
**Inflectional Endings**
*(Adding -s, -es, -ed, -ing)*

Add the endings to the words. Write the new words on the lines.

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<td>1. Add -s or -es.</td>
<td>2. Add -s or -es.</td>
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<td>catch</td>
<td>wave</td>
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<td>___________________</td>
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<tr>
<td>3. Add -ed.</td>
<td>4. Add -ing.</td>
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<td>5. Add -ed.</td>
<td>6. Add -ing.</td>
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Write three sentences. Use a verb with -s or -es, a verb with -ed, and a verb with -ing.

______________________________

______________________________

______________________________

Score: ____________
Contractions

Look at the pair of words below each line. Use the words to make a contraction to complete the sentence. Write the contraction on the line.

1. Cinderella _____________ go back for her glass slipper.
   could not

2. The Grasshopper said, “______________ rather play than work.”
   I would

3. “______________ getting ready for winter,” said the Ants.
   We are

4. The Queen wants to know ________________ the fairest of all.
   who is

5. Jack said, “______________ climb up this beanstalk.”
   I will

6. “______________ take my golden goose!” shouted the giant.
   Do not

7. Goldilocks ________________ have gone into the bears’ house.
   should not

8. The Ugly Duckling ________________ ugly at all.
   was not

Write two sentences using one or more contractions in each sentence.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Score: __________
Compound Words (Open, Closed, and Hyphenated)

Read the sentence. Circle the compound word that makes sense in the sentence. Write the compound word on the line.

1. The Little Red Hen baked fresh _________________ bread.
   whole-grain
   window box

2. The Ants carried food to their _________________ home.
   underground
   half-moon

3. Cinderella didn’t go to the ball in a _________________ gown.
   wallpaper
   store-bought

4. _________________ tells us that Paul Bunyan was not real.
   Step-by-step
   Common sense

5. The Tortoise crossed the _________________ before the Hare.
   finish line
   birdhouse

6. The Big Bad Wolf is known for being _________________.
   goodhearted
   bad-tempered

7. Goldilocks was sleeping in Baby Bear’s _________________.
   roller skates
   bedroom

8. The Mouse promised to help the Lion _________________.
   someday
   next door

Score: ___________
Regular and Irregular Plurals

Look at the noun. Write the plural form of the noun on the line. Then use the plural noun in a sentence on the next line.

1. pony

2. child

3. lion

4. valley

5. patch

6. foot

7. daisy

8. bush

Score: _______
Planning Organizer

Fill in each area below as you plan your opinion piece.

My Topic

My Opinion

Text Evidence