The Value of Friendship

The value of friendship includes having someone to keep you company, look out for you, and help you solve problems. Friends may share the same interests.

What does it mean to be a friend?
### Instructional Overview

#### MAIN READING FOCUSES

<table>
<thead>
<tr>
<th>Main Reading Focuses</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas &amp; Details</strong></td>
<td></td>
<td></td>
<td></td>
<td>RA</td>
<td>RA</td>
<td>SR</td>
</tr>
<tr>
<td><strong>RL.2.2</strong></td>
<td>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>RA</td>
<td>RA</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
</tr>
<tr>
<td><strong>Craft &amp; Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td>RA</td>
<td>SR</td>
<td>SR</td>
</tr>
<tr>
<td><strong>RL.2.5</strong></td>
<td>Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</td>
<td>RA</td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Knowledge &amp; Ideas</strong></td>
<td></td>
<td></td>
<td></td>
<td>SR</td>
<td>SR</td>
<td></td>
</tr>
<tr>
<td><strong>RL.2.9</strong></td>
<td>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### READING: LITERATURE

<table>
<thead>
<tr>
<th>Integration of Knowledge &amp; Ideas</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.2.9</strong></td>
<td>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Range of Reading &amp; Level of Text Complexity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.2.10</strong></td>
<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>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td></td>
</tr>
</tbody>
</table>

#### READING: FOUNDATIONAL SKILLS

<table>
<thead>
<tr>
<th>Phonics &amp; Word Recognition</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.2.3</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>MP</td>
<td>SP</td>
<td>SR</td>
<td>RV</td>
<td>MP</td>
</tr>
<tr>
<td><strong>RF.2.3b</strong></td>
<td>Know spelling-sound correspondences for additional common vowel teams.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.2.4a</strong></td>
<td>Read grade-level text with purpose and understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.2.4b</strong></td>
<td>Read grade-level text orally with accuracy, appropriate rate, and expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Instructional Overview

## MAIN WRITING FOCUSES

<table>
<thead>
<tr>
<th>Text Types &amp; Purposes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.2.3</strong> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
<td><strong>MW</strong></td>
<td><strong>MW</strong></td>
<td><strong>MW</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE

<table>
<thead>
<tr>
<th>Vocabulary Acquisition &amp; Use</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.2.4a</strong> Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td></td>
<td><strong>SR</strong></td>
<td><strong>SR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.4d</strong> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <em>birdhouse</em>, <em>lighthouse</em>, <em>housefly</em>, <em>bookshelf</em>, <em>notebook</em>, <em>bookmark</em>).</td>
<td></td>
<td><strong>SR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.5a</strong> Identify real-life connections between words and their uses (e.g., describe foods that are spicy or juicy).</td>
<td></td>
<td><strong>SR</strong></td>
<td><strong>SR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SPEAKING & LISTENING

<table>
<thead>
<tr>
<th>Comprehension &amp; Collaboration</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.2.1</strong> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td></td>
<td><strong>SR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td><strong>RA</strong></td>
<td><strong>SR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td><strong>RA</strong></td>
<td><strong>SR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## WRITING

<table>
<thead>
<tr>
<th>Research to Build &amp; Present Knowledge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.2.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
<td><strong>SR</strong></td>
<td><strong>SR</strong></td>
<td><strong>SR</strong></td>
<td><strong>SR</strong></td>
<td><strong>SR</strong></td>
</tr>
</tbody>
</table>

*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
LEARNING FOCUS

**RL.2.2**

Students listen closely to recount the story and determine its central message.

---

**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

---

**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.

---

**Read Aloud**

“The Twiddle Twins Amusement Park Mystery”

**KEY IDEA** The twins and their friend Daisy help to solve the mystery of the missing stuffed hippo, Blippo.

---

**PREVIEWING THE TEXT**

Read the title of the selection, “The Twiddle Twins Amusement Park Mystery.” Read to the first stopping point.

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

Tabitha lost her stuffed hippo, Blippo. Her friend Daisy found Blippo. But then she lost him. Daisy thinks she left Blippo at the amusement park. Daisy, Tabitha, and Timothy go there to look.

---

**CLOSE LISTENING TO THE TEXT**

Explain the learning focus, reminding students that many stories have a message or lesson the author wants us to think about. Read to the second stopping point.

Many stories teach us a lesson or have a message that the author wants us to understand. In many stories, authors don’t come out and tell us the message. They leave it up to the reader to figure it out. When I read a story, I like to retell the important parts and think about what that message might be. Before I read more, I want to share what I’ve noticed so far. Tabitha has a problem. Her stuffed hippo, Blippo, is lost. It sounds like Daisy wants to help her friend find Blippo. As I read the next section, think about the problem and how the characters try to solve it.

Model recounting the events. Encourage students to share what they notice.

From what I just read, I think Daisy and Timothy are trying hard to help Tabitha find Blippo. Who would like to share something you heard that tells how they are trying to help?

Timothy asked Daisy if she went on any rides. Then they visited each of the rides. They looked for Blippo on each one of them.

Encourage students to think about the message of the story as you read up to the third stopping point. Model retelling the important details and thinking about what the message might be. Invite students to share what they noticed. Then read to the end of the story.

As you listen to the next section of the story, begin thinking about what the author might be trying to tell you. Ask yourself what the message of the story might be.

I was surprised that the friends went to the Hall of Mirrors, even though they were dizzy. I think the author might be trying to tell us that friends help each other, even when it’s hard. Who would like to share what they noticed about the important parts of the story?

The characters didn’t give up looking for Blippo. They really wanted to find him for Tabitha.
DISCUSSING THE TEXT

Guide the discussion by first modeling what you noticed in the text about how the important events are clues to the author’s central message. Then encourage students to recount story events and share their own observations about the message.

In the last part of the text, I read that Daisy and the twins found Blippo in the Hall of Mirrors. First they went on the merry-go-round, then the bumper cars, and then into the hall of mirrors. When they couldn’t find Blippo at first, they didn’t give up. They kept trying, and eventually they found him, which made Tabitha happy. I think the author’s message might be not to give up, especially when helping a friend. Who’d like to share their thoughts about the author’s message?

Daisy wanted to help her friend Tabitha find Blippo. She remembered finding him in the sandbox and then losing him at the amusement park. Daisy and the twins searched the amusement park to find him. They didn’t give up, even when they didn’t find Blippo at first. I think the author’s message is that friends help friends, even when it’s hard.

CONNECTING TO THE THEME

Initiate a conversation about the theme, The Value of Friendship, and the Essential Question, What does it mean to be a friend? 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, What does it mean to be a friend? Now turn and talk with a partner about how the text “The Twiddle Twins Amusement Park Mystery” explains what friendship is and what it means to be a friend.

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 254–255 for modeled practice.

WRITING WORKSHOP
Turn to pages 262–263 for constructed response modeled writing instruction.
The Twiddle Twins Amusement Park Mystery

By Clyde Hillman

On their way out of the amusement park the twins Tabitha and Timothy met their friend Daisy. 

“Daisy, I lost Blippo, my stuffed hippo,” Tabitha said.

“But I found him—in the sandbox,” Daisy said.

“You found him?” Tabitha shouted, jumping up and down excitedly.

“Yes, I was holding him for you,” said Daisy.

“Oh, thank you!” Tabitha cried. “Where is he?”

“Well, umm. That’s the problem. I lost him, too,” said Daisy with a weak smile.

“What! You lost him?” Tabitha and Timothy exclaimed. “WHERE?”

“I think I left him at the amusement park,” Daisy answered.

“Let’s go find him,” said Tabitha, pulling Daisy and Timothy by their hands.

When they reached the amusement park, Daisy looked around, puzzled. Where had she been?

“Did you go on any rides?” Timothy asked.

“I went on the merry-go-round, so maybe I left him there,” Daisy answered.

They bought ride tickets and hopped on the merry-go-round. Around and around they whirled, but Blippo wasn’t on the merry-go-round.

Next, Daisy ran down the boardwalk to the bumper cars, and Tabitha and Timothy followed close behind. They all jumped into bumper cars, searching for Blippo.

“CRASH! BAM!” went the cars, spinning off each other with loud bumps. But Blippo was nowhere to be found.

Daisy and the twins staggered off the bumper cars.

“I’m dizzy and don’t know which way to go,” said Timothy.

“Me, too,” said Daisy.

“Who’s dizzy?” asked Tabitha, nearly falling over.

Tabitha was eager to continue the search. “Did you go anyplace else?” she asked Daisy.

“I know! I went to the hall of mirrors,” said Daisy, “but I got scared and ran out.”

“You might have left Blippo there,” said Tabitha.

They bought tickets and ran into the hall of mirrors. One mirror made them look tall and thin, and another mirror made them look short and fat.

“See that?” said Timothy. “We look like bowling balls with legs.”

“Look!” Tabitha suddenly cried. “A giant! Over there!”

Timothy jumped back. Then he looked again. “That’s not a giant,” he said. “It’s something in a mirror.”

Tabitha looked carefully. “It’s a giant Blippo!” she shouted.

Daisy and the twins ran over to the mirror. As they stepped in front of it, they became giants, too.

And at their feet stood Blippo. Tabitha picked up Blippo and gave him a big hug. “Oh, Blippo, I missed you,” she said.
Read Aloud

“The Twiddle Twins Amusement Park Mystery”

LEARNING FOCUSSES
RL.2.2, RL.2.5
Students listen closely to describe the overall structure and recount the story to determine the central message.

TODAY AT A GLANCE
READ ALOUD
pp. 216–218
SMALL GROUP READING
(see Theme at a Glance)
WORD RECOGNITION/STUDY
pp. 254–255
WRITING WORKSHOP
pp. 262–263

REFLECTING ON THE TEXT
3 minutes
Engage students in a brief discussion about “The Twiddle Twins Amusement Park Mystery.” Review what was covered in the last session.

Let’s review what I read to you in our last session. Who will share what the story “The Twiddle Twins Amusement Park Mystery” was mostly about?

Tabitha lost her stuffed hippo, Blippo. Her friend Daisy told her she found Blippo. But then she lost him at the amusement park. So Daisy, Tabitha, and her twin, Timothy, go to the amusement park to look for where Daisy left Blippo. They finally find him in the hall of mirrors.

CLOSE LISTENING TO THE TEXT
7 minutes
Explain the new learning focuses for this rereading of the story. Help students recognize the structure of the story by recounting what happens in the beginning, middle, and end. Read to the first stopping point. Model your thinking for students.

Today as I read “The Twiddle Twins Amusement Park Mystery” again, we’ll keep in mind what we already know about the important parts of the story and what the author’s message might be. As you listen, pay careful attention to what happens in the beginning, middle, and end. First let’s look at how the story was introduced. 1 I noticed how the beginning of the story introduces the characters and sets up the problem.

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

As I read, listen for clues that provide information about the story problem. I’ll ask you to share your ideas. 2 The middle of the story tells what the characters do to try to solve the problem. Who’ll share what you noticed?

Daisy thought she left Blippo at the amusement park. Daisy and the twins go there to try to find him. They search for him on the rides that Daisy went on. They can’t find him anywhere.

Listen to the rest of the story now. You’ve already heard the beginning and middle of the story. Now, listen closely in order to notice the details that happen at the end of the story. 3 The end of the story concludes the action when the characters solve the problem by finding Blippo. What do you think?

At the end of the story, they go into the hall of mirrors and they see Blippo in the mirror.

SHARE
When you read or listen to a story, it is helpful to think about what happens in the beginning, middle, and end.

STOP for discussion
DISCUSSING THE TEXT

Guide the discussion by modeling what you noticed about the structure of the story. Encourage students to share what they noticed.

I noticed how the story had a clear beginning, middle, and end. I could see how the parts fit together to tell the story. What did you notice about the beginning, middle, and end?

I noticed that the beginning introduced the characters. It told what the story was going to be about. It’s about the problem of Tabitha’s lost stuffed hippo.

Who can add something about what happened in the middle?

The characters tried to solve the problem by looking for Blippo at the amusement park.

Who can share what happened at the end?

They found Blippo.

Help students make connections between the structure of the story and how it helps them pull together all the important information and figure out the author’s message.

Understanding the structure of the story by thinking about what happened in the beginning, middle, and end helped me understand the author’s message. I think one message is “don’t give up.” How did the structure help you?

After the problem is introduced, the characters keep trying to find Blippo. At first they can’t find Blippo. They keep looking in different places. They finally find him in the end. This helps me understand that it’s important not to give up.

Remember, when we read, it helps to think about what happens in the beginning, middle, and end of the story. This will help you pull together all the important parts of the story and figure out the author’s message.
Shared Reading

“Two Friends”

KEY IDEA  In this African folktale, two friends live in very different places. One friend decides that it’s better to live a hard life in safety than an easy life with danger.

PREVIEWING THE TEXT

Invite students to read the title of the story with you. Point out that it’s a folktale and discuss some elements of the genre. Reintroduce the learning focus to students from the Day 1 Read Aloud session.

Remember that an author doesn’t always come out and tell us the message of a story. Readers usually have to figure it out for themselves. As we read this story, let’s stop to think about important details that lead us to the author’s message. The title tells me the story is a folktale about two friends. What details have we learned about the friends so far?

Their names are Yizum and Nkinki, and they live in different places.

CLOSE READING OF THE TEXT

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

Remember that an author doesn’t always come out and tell us the message of a story. Readers usually have to figure it out for themselves. As we read this story, let’s stop to think about important details that lead us to the author’s message. The title tells me the story is a folktale about two friends. What details have we learned about the friends so far?

Their names are Yizum and Nkinki, and they live in different places.

What else?

Yizum invited Nkinki to spend the day with him in the bush.

Read to the end of the second page. Encourage students to keep thinking about key ideas that might lead to the message.

Sometimes the setting provides important details to help us figure out the message. Keep that in mind as we read. We’ll talk about the details when we finish the next page. This part of the story takes place where Yizum lives, in the bush. The bush is an open area of unsettled land in Africa. Who can tell us what Yizum’s life is like?

He lives in a hole under a rock. He has to search for food. He eats beans, peanuts, and seeds.
Who can tell me what a compound word is?
It's a word made when two smaller words are joined together.

Let's turn to page 23. What two smaller words were joined together to make the compound word outside?
out and side

What two smaller words were joined together to make the compound word inside on page 24.
in and side

Read to the end of the story. Discuss details about where Nkinki lives.

Who’d like to share details about Nkinki’s life in the village?
It’s easy to find food.

Show us where you found this response.
Page 25 says “As the two friends came into the village, Yizum saw a pile of food on the ground.”

Anything else?
While the friends were eating, a cat came and scared them away.

DISCUSSING THE TEXT

Facilitate a discussion in which students retell important parts of the story and think about what its message might be.

Who can share details about Yizum’s life in the bush?
He lives outside in a hole under a rock. He searches for food. It’s hard and bitter.

What does Nkinki think about Yizum’s life?
Nkinki thinks his own life is easier.

Who’ll share details about Nkinki’s life?
He lives in a village. He sleeps inside. His food is easy to find. But the cat lives there, too.

What does Yizum think about Nkinki’s life?
It’s dangerous. He thinks his own life is better.

Who can show us the text evidence?
Page 26 says “But I would rather eat hard seeds and sleep outside than worry about that monster catching me.”

Who can use these details and share ideas about the author’s message?
I think the author’s message is that it’s better to have a hard life and be happy than have an easy life and be frightened all the time.
 Invite students to discuss with a partner the key ideas and details in the text that tell about what life is like for each friend.

- Turn and talk with a partner about the characters in this story and what each one’s life is like. Listen carefully to what your partner has to say and then share your own thoughts. Be ready to share back with the group. . . . What did you and your partner talk about?
  
  *We talked about where the friends sleep, how they get food, and the kind of food they get. We also talked about living in fear of being caught by a cat.*

Invite partners to discuss their ideas about the author’s message. Review the rules for one-to-one and group discussions.

- Now I’d like you to turn and share your thoughts about what you think the message is that the author wants you to get from the story. Make sure only one person talks at a time. Listen carefully to your partner’s ideas and then share your own. Keep in mind that many stories have messages that can be interpreted in different ways.

Focus on the words *trembling* and *fright* in the text on page 25.

- Let’s do a close read of page 25 where Yizum and Nkinki run when they see their enemy, the cat. The text says, “Both mice were trembling with fright.” Who can tell me another word for *trembling*?
  
  *shaking*

- Who has an idea of what the word *fright* means?
  
  *being scared*

- Who can explain why Yizum and Nkinki are trembling with *fright*?
  
  *They fear the cat will hurt them.*

- How does understanding these words help you understand what Nkinki’s life is like in the village?
  
  *We see that it’s easy for him to find food. But the cat is there waiting to catch him.*

Remind students of the utility of this comprehension strategy.

- Remember that when we read stories, it helps our understanding if we think about the important details to recount story events and determine the author’s message. Details in this story tell what life is like in two different kinds of places. I thought life in the village was easier. Then I read about how dangerous it could be. I think the author included these details to show readers that an easy life is not always the best life.
Shared Reading (Continued)

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 254–255 for review.

WRITING WORKSHOP

Turn to pages 264–265 for constructed response shared writing instruction.

CONNECTING TO THE THEME

Engage students in a conversation about the theme, The Value of Friendship, and the Essential Question, What does it mean to be a friend? Encourage students to turn and talk to discuss how the characters in each text behave as friends and demonstrate the value of friendship.

- So far in this theme, we’ve read two texts about friends. Let’s think and talk together about the characters in “The Twiddle Twins Amusement Park Mystery” and “Two Friends.” Turn and talk to a partner about how you think the characters in these stories demonstrate the value of friendship.

Invite students to share their ideas. Encourage them to compare what the characters did as friends and how they demonstrated the value of friendship in different ways.

- Who’d like to share thoughts about the characters in these two stories?
  
  *We noticed that the friends in one story are people. In the other story, they’re animals. Both stories show things friends do and why they’re important.*

- Who can tell us ways the characters show friendship?
  
  *Daisy, Tabitha, and Timothy know Tabitha feels bad about losing Blippo. They try hard to find him. These friends care about one another and help each other solve problems.*

- What about Yizum and Nkinki?
  
  *They visit each other’s homes. They discover that their lives are different. Even though they like different things, they can be friends.*

- Anyone else?
  
  *When Nkinki sees the cat’s shadow, he warns Yizum to run. Friends protect each other.*

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 are the lives of Yizum and Nkinki different? Have them check off the question from the list at the top of the page. Have students note specific details with the goal of writing their own responses. Students can work on this task during independent writing time or during shared writing on Day 3 of the theme.
Shared Reading
“Two Friends”

RETURNING TO THE TEXT
3 minutes

Encourage students to share their thoughts about “Two Friends.” Then explain the learning focuses for this session.

- Today we’re going to reread the story together. Who will remind us what “Two Friends” was mostly about?
  
  Yizum and Nkinki are friends. They live in different places. Each one spends a day visiting the other.

- As we read, we’ll focus on what happens at the beginning, middle, and end of the story and how it helps us figure out the author’s message. When we understand the message, it helps us better understand the story.

CLOSE READING OF THE TEXT
7 minutes

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

- Let’s reread the first page together. As we read, think about how the story is introduced. Who’d like to tell us how we meet the characters?
  
  In the beginning of the story, the author tells us their names, where they live, and that they are good friends.

- How is the problem in the story set up?
  
  The author tells us that the friends live in very different places. Nkinki is visiting Yizum in the bush. Yizum goes out to search for food.

Read the next two pages with students and encourage them to think about what happens in the middle of the story.

- We just reread the middle of the story. Who’d like to tell us what happens?
  
  After seeing where Yizum lives and tasting the food, Nkinki decides Yizum has a hard life. He thinks his own life is better.

- Who can show us evidence in the text?
  
  On page 24, Nkinki says, “My life is much easier. I sleep inside. My food is easy to find, and it tastes better than yours.”

- Who’d like to tell us what happens next?
  
  The friends go to Nkinki’s home in the village. They see a pile of tasty food on the ground. They start to eat. Then they see the shadow of a cat. They run to hide because they are afraid.

Continue reading to the end of the story. Encourage students to think about the author’s central message.

- As we read, keep thinking about the central message the author wants us to know.
DISCUSSING THE TEXT

10 minutes

Guide a discussion in which students tell what happens at the end of the story and identify the central message.

Let’s talk about what happens at the end of the story.

Yizum decides that he likes his own life better than Nkinki’s. Life in the village is too scary because of the cat. Nkinki is still his good friend, but he goes back to his home in the bush.

Who’d like to share their thoughts about the author’s message?

I think the author’s message is that it’s better to work hard for food and live outside and be happy instead of finding food easily and being scared all the time.

Anyone else?

I think the message is that someone can be your friend even if they are different from you.

Guide students to compare this story with the one they read yesterday.

Let’s compare this story to the one I read about the Twiddle twins. What is the same or different about the stories?

Both are about friends and how they help each other. In one story the characters are people and in the other they are animals.

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 use the blackline master on page 275 to write their own response to the following question: How are the lives of Yizum and Nkinki different?
In this folktale, one friend decides that it is better to live a simple life in peace than a fancy life in danger.

**PREVIEWING THE TEXT**

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

- Today we are going to read a short story together. Read the title with me. . . . Our work as readers is to review and apply one of the comprehension focuses we’ve been discussing this week. We’ll read and think about important details and use them to determine the central message. Who can tell us what a central message is?
  
  **It’s a message the author wants the reader to learn.**

- Let’s think about that as we read the story.

**CLOSE READING OF THE TEXT**

Ask students to join in the reading as they are comfortable. Reread the title, and reread the first three paragraphs together. Remind students to keep the learning focus in mind.

- Who can share what our work as readers is today?
  
  **We’re thinking about important details in the story so we can figure out its central message.**

Check in to see if students are understanding the application of the focus.

- Who has noticed some important details they’d like to share?
  
  **Country Mouse lives a simple life in the fields. He and Town Mouse ate a simple dinner of barley and roots. Town Mouse didn’t like the food. He invited the Country Mouse to stay with him and enjoy the food in his well-stocked pantry.**

- Country Mouse was amazed when he saw Town Mouse’s pantry. Who can explain why he was amazed?
  
  **He was amazed because the pantry contained much more food than he was used to.**

Explain to students the importance of using text evidence to back up their thinking.

- When we share our thinking about something we read, we need to be ready to use evidence from the text to back up our ideas. Please come up and point to a place in the text that supports your thinking.
  
  **At the end of the third paragraph it says, “It contained oatmeal, figs, honey, and dates. The Country Mouse had never seen anything like it.”**

**ELL SUPPORT**

**L.2.4 Vocabulary** Support vocabulary such as *not much to the taste of*, *no better than the ants*, and *live like royalty* in context using the ELL vocabulary strategies in Getting Started.
That is good close reading of this story. I like how you thought about what you read and used the text to make your point.

Turn to page 27 and point to the word *contained* (without saying it) for students to locate in their texts. Then use the Sound, Read, and Check routine to help students decode the unfamiliar 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 *kuntand*. Read it with me in the sentence. Then we’ll check to see if it makes sense. . . . Does *kuntand* make sense here? No. Let’s try to correct it. (Say *contained*.) Let’s check again. Does it make sense now? Remember to sound, read, and check when you come to a word you don’t know. Later we’ll talk more about decoding this word.

Continue reading to the end of the story. Encourage students to keep thinking about important details that may be clues to the central message.

Let’s continue reading to the end of the story. Pay close attention to details that may help you figure out the central message. Read along with me. If you recognize the central message, keep it in mind so we can talk about it when we’re done reading.

DISCUSSING THE TEXT

Encourage students to follow basic discussion rules as you continue to talk about the story.

Let’s continue our discussion of the story. As we talk, be sure to listen carefully to what others say, take turns, and ask respectful questions.

Focus on the word *contained* in the text on page 27.

Let’s do a close read of page 27 where the text talks about the Town Mouse’s pantry. The text says the pantry “contained oatmeal, figs, honey, and dates.” Who can tell what *contained* means?

“held inside”

Who’d like to point out clues in the text that helped you know this?

*I know that a pantry is a place to keep food. If the pantry contained oatmeal, figs, honey, and dates, it means those things were inside it.*

Encourage students to talk together about details that tell what happened to the mice at Town Mouse’s home.

We read that Country Mouse was amazed by all the food in the pantry. Who’d like to share what happened when the mice started to eat?

*Someone opened the door to the pantry. The mice got scared, They ran away and hid in a “narrow, uncomfortable hole.” When they thought it was safe, the mice went out again. Then someone else came in. So they ran away again.*
Let's think about how Country Mouse felt after that. Make sure you cite text evidence.

He decided he liked his simple life better. In the last paragraph he says, “I’m off. You live in luxury, but you are surrounded by dangers.”

Who’d like to share a central message that’s based on these details?

A simple, quiet life is better than a fancy life with dangers.

PHONICS FOLLOW-UP

Write contained and dates on a whiteboard or easel. Underline the ai of contained, and the a and e of dates. Guide students to use the Sound and Say routine to read these words.

Let’s practice reading words with the long a 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 our text.

CONNECTING TO THE THEME

Engage students in a conversation about the theme, The Value of Friendship, and the Essential Question, What does it mean to be a friend? Invite them to turn and talk with a partner about what it means to value friendship based on what they’ve read. Discuss whether they think the characters in the stories show the value of friendship.

Let’s talk more about our theme: The Value of Friendship. The characters in the three stories we read are friends. Let’s take time to think more about Daisy, Tabitha, and Timothy. Do we think their actions show the value of friendship?

I think Daisy is a good friend to Tabitha. First, when she finds Blippo in the sandbox, she takes him to give him back to Tabitha. Then, she remembers that she left him at the amusement park. She tries hard to find him there. I think Daisy shows the value of friendship by helping her friend try to solve a problem and by not giving up until she finds Blippo.

Encourage students to make additional links across the theme.

How do the other two stories we read show the value of friendship?

I think that Nkinki and Town Mouse show that friends look out for each other. When Nkinki sees the cat’s shadow, he warns Yizum to run for safety. After visiting each other’s homes, Country Mouse and Town Mouse decide they like their own homes better. And they are still friends.

These are all ways of showing the value of friendship. Keep these ideas in mind as we read more stories in this theme.
**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 are the lives of the Town Mouse and the Country Mouse different?* Have them check off the question from the list at the top of the page. Have students note specific details with the goal of writing their own responses. Note that each guided reading lesson plan includes a constructed response question for students to work on independently as well.
Shared Reading

“The Town Mouse and the Country Mouse”

RETURNING TO THE TEXT

 Invite students to summarize “The Town Mouse and the Country Mouse,” which was read in the last session.

 Let’s take a moment to recall “The Town Mouse and the Country Mouse” and summarize the story. When we summarize a story, we tell the most important points in the order they happened. Who would like to summarize “The Town Mouse and the Country Mouse?”

 Two mice are good friends even though they live in different places. After they visit each other’s homes, they decide they like their own homes better.

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

 We’re going to reread this story again today. When we reread the story, I want us to compare “The Town Mouse and the Country Mouse” to “Two Friends.” I want us to focus on how the stories are alike and different, including their structure and messages.

CLOSE READING OF THE TEXT

 Ask students to join in the reading as they are comfortable. Students have utilized these learning focuses previously in the unit, and the short text is ideal for additional reading practice. Read the entire story and remind students to think about the important details and the central message as well as the story “Two Friends.”

 We’re going to read this story together without stopping. I want you to read closely for details that tell us about the lives of each character. Also, think back to the story “Two Friends” and think about the lives of the characters in that story.

DISCUSSING THE TEXT

 Facilitate a discussion about specific details in the text that tell readers about each character’s life. Encourage children to first share their thinking in their own words, followed by text evidence to support their thoughts.

 Who would like to describe the lives of the Town Mouse and the Country Mouse?

 The Country Mouse lives a quiet, simple life outside. The Town Mouse lives a fancy life inside.

 Who can explain how these details help you understand the central message?

 The Country Mouse sees how his friend lives inside with plenty of food. But he also lives with people who scare him. He decides he likes his simple, peaceful life.
Guide students to compare and contrast “The Town Mouse and the Country Mouse” and “Two Friends.”

- Let’s compare and contrast “The Town Mouse and the Country Mouse” and “Two Friends.” Overall, what is similar about the two stories?
  
  Both stories are about mice that are friends. They live in different places and visit each other’s homes.

- What is similar and different about the settings?
  
  In both stories, one mouse lives in a quiet place. The other lives in a busier place. One setting is in Africa, the other is not.

- How are the endings alike or different?

  The endings are alike. In both stories, after visiting each other’s homes, the mouse who lives the simple life decides it is better than living a fancy life in danger.

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 use the blackline master on page 275 to write their own responses to the question: How are the lives of the Town Mouse and the Country Mouse different?
### Instructional Overview

**Days 7–15**

#### MAIN READING FOCUSES

<table>
<thead>
<tr>
<th>Key Ideas &amp; Details</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.2.1</strong> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>RA</td>
<td>RA</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
</tr>
</tbody>
</table>

**Craft & Structure**

| **RL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song. | RA | SR | SR | SR | SR |

**Integration of Knowledge & Ideas**

| **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | SR | SR | SR | SR |

---

#### READING: LITERATURE

<table>
<thead>
<tr>
<th>Integration of Knowledge &amp; Ideas</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.2.9</strong> Compare and contrast two or more versions of the same story by different authors or from different cultures.</td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

#### READING: FOUNDATIONAL SKILLS

<table>
<thead>
<tr>
<th>Phonics &amp; Word Recognition</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.2.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.2.3b</strong> Know spelling-sound correspondences for additional common vowel teams.</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.2.3d</strong> Decode words with common prefixes and suffixes.</td>
<td>MP</td>
<td>SP</td>
<td>RV</td>
<td>MP</td>
<td>SP</td>
<td>RV</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fluency**

| **RF.2.4b** Read grade-level text orally with accuracy, appropriate rate, and expression. | SR | SR |

---

#### LANGUAGE

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.2.1d</strong> Form and use the past tense of frequently occurring irregular verbs.</td>
<td>MW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.2e</strong> Use an apostrophe to form contractions and frequently occurring possessives.</td>
<td>MP</td>
<td>SP</td>
<td>RV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.2e</strong> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td>MW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*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

#### MAIN WRITING FOCUSES

<table>
<thead>
<tr>
<th>Text Types &amp; Purposes</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.2.3</strong></td>
<td>MW</td>
<td>MW</td>
<td>MW</td>
<td>SW</td>
<td>SW</td>
<td>SW</td>
<td>SW</td>
<td>SW</td>
<td>SW</td>
</tr>
<tr>
<td><strong>Production &amp; Distribution of Writing</strong></td>
<td>MW</td>
<td>MW</td>
<td>MW</td>
<td>SW</td>
<td>SW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W.2.5</strong></td>
<td>MW</td>
<td>MW</td>
<td>SW</td>
<td>SW</td>
<td>SW</td>
<td>SW</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LANGUAGE

<table>
<thead>
<tr>
<th>Vocabulary Acquisition &amp; Use</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.2.4a</strong></td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.4c</strong></td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.4d</strong></td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SPEAKING & LISTENING

<table>
<thead>
<tr>
<th>Comprehension &amp; Collaboration</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.2.1</strong></td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SL.2.1a</strong></td>
<td>RA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SL.2.2</strong></td>
<td>RA</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of Knowledge &amp; Ideas</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.2.4</strong></td>
<td>SW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SL.2.5</strong></td>
<td>SW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SL.2.6</strong></td>
<td>SW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### WRITING

<table>
<thead>
<tr>
<th>Production &amp; Distribution of Writing</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.2.6</strong></td>
<td>SW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research to Build &amp; Present Knowledge</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.2.8</strong></td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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**
Read Aloud

″Edgar Badger’s Balloon Day″

**KEY IDEA** In this short fictional text, Edgar Badger learns that others have reasons for their actions even if he doesn’t understand those reasons. He also learns that this doesn’t mean they are not his friends.

**PREVIEWING THE TEXT**

Read the title of the selection, “Edgar Badger’s Balloon Day.” Read to the end of the eighth paragraph.  

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

*Edgar Badger is walking in the woods. He’s thinking it’s a special day. It’s his birthday. He wonders why Amanda doesn’t remember it’s his birthday.*

**CLOSE LISTENING TO THE TEXT**

Explain the learning focus, reminding students that asking questions and finding answers in the text can help them understand key details. Then read to the next stopping point.

When I read a story, I pay close attention to exactly what the text says in each part. As I read, I think about who, what, where, when, why, and how questions. Looking for answers to these questions helps me focus on key details so I’ll better understand the story. Listen closely as I read the next part.

Model asking questions and finding answers in the text. Then reread the section.

I just read that Edgar didn’t notice the basket Sally was making. I wondered why, so I asked myself, "Why didn’t Edgar notice the basket?" The answer is that he was too busy thinking about his birthday. Then I read that Edgar tried talking to Sally about birthdays, but she didn’t respond. So I asked, "Why didn’t Sally talk to Edgar?" I read that she was busy making the basket and she wasn’t listening. Now I’m going to read this part again. Listen closely for key details. . . . Who can think of another good why question to ask and answer?

*Why is Edgar surprised that no one remembers it’s his birthday? The answer is that I heard him say that last year everyone remembered.*

That’s a good question and answer. As I read the next section, think about questions and listen for answers that will help you understand key details in the text.

Encourage students to think about questions and listen for answers as you read up to the third stopping point. Model asking and answering a question and invite students to ask and answer questions of their own. Then read to the end of the story.

We’ve read that Edgar thinks he might have the wrong day, and it really isn’t his birthday. Listen closely as I read to find out what happens next. I’m going to ask a why question first. Why did Edgar run home? The answer is that he wanted
to check the calendar to see if it was his birthday. Who’d like to share a what question and answer?

What did Edgar think when he learned it was his birthday? The answer is that he thought that all his friends forgot his birthday.

As I read the rest of the text, think about questions and answers that help you understand key details.

DISCUSSING THE TEXT

Guide the discussion by first modeling a question and answering it with details found in the text. Then encourage students to ask and answer questions of their own.

When I read the end of the text, I read that Edgar’s friends came to his house to celebrate his birthday. I wondered why they didn’t say anything about his birthday when they saw him in the woods. The story says that his friends shouted, “SURPRISE!” I think they didn’t say anything because they didn’t want to spoil the surprise. Who’d like to share a question and answer they had about a part of the text?

How did Edgar’s friends behave that made Edgar think they forgot his birthday? They were busy working. They acted like they didn’t know it was his birthday. How did Edgar feel when his friends came to celebrate his birthday? He was the happiest badger in the forest.

CONNECTING TO THE THEME

Engage students in a conversation about the theme, The Value of Friendship, and the Essential Question, What does it mean to be a friend? Encourage students to turn and talk with a partner to discuss how the text relates to the theme and Essential Question.

Let’s think together about how the text “Edgar Badger’s Balloon Day” explains what friendship is and what it means to be a friend.
Edgar Badger’s Balloon Day
By Monica Kulling

Edgar tromped along in the woods and thought it was a marvelous day for his birthday. Amanda Salamander was sitting on a rock and was making what looked like a net.

“Beautiful day, isn’t it?” said Edgar.

“Beautiful,” agreed Amanda. She kept on working.

“It’s a special day, too,” said Edgar.

Amanda stopped. “Special?” she asked. “Why is today special?”

“Today is special,” said Edgar, “because today is . . .” Edgar wanted to say it was his birthday, but he couldn’t. Friends should remember your birthday, shouldn’t they?

“I guess it’s only special to me,” said Edgar. He sighed and slowly walked away.

Sally Otter was down by the river. She was making a strange basket, but Edgar didn’t notice because he had only one thing on his mind.

“When do you think is the best time for a birthday?” Edgar asked Sally.

Sally was busy hammering, and she didn’t even look up.

“I think summer is best,” said Edgar. “If I had a winter birthday, I would change it. But I’m lucky, and I don’t have to do that.”

Sally still wasn’t listening and kept working on her basket.

Edgar sighed and slowly walked away. “I don’t get it,” he said. “Last year everyone remembered, and I had a wonderful balloon day. This year . . . nothing.”

Edgar stopped in his tracks. “Maybe I’ve got the wrong day!” he shouted. “Maybe today isn’t my birthday after all!”

Edgar ran up the path to his house and headed inside and right to the calendar in the kitchen.

“My birthday is today,” sighed Edgar. “My birthday is today and no one knows it.”

Edgar sighed again and slumped into a chair. He stared out the window. He forgot about lunch and his afternoon nap. He just sat and stared out the window.

“Soon my birthday will be gone,” he said. “And I haven’t even one balloon to show for it.”

Suddenly there was a loud knock. Even though Edgar really didn’t want to see anyone, he plodded to the door and opened it.

“SURPRISE!” shouted all of his friends. Everyone was outside his door, and there were bunches of balloons. There was even a balloon tied to a basket! It was the biggest balloon Edgar had ever seen.

“Hop on board, Edgar,” said Sally.

“Time for the ride of your life,” said Amanda.

Edgar was floating and light. Edgar Badger was the happiest badger in the forest.
LEARNING FOCUSES
RL.2.1, RL.2.4
Students listen closely to determine the meaning of words and phrases as they continue to ask questions and find answers to demonstrate understanding of key details in information read aloud.

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

SHARE
Remember that we have five senses: seeing, hearing, touching, tasting, and smelling. We should pay attention to words that describe things we experience with our senses so we can see in our minds what is happening in the story. How do the words tromped, slumped, and plodded help us experience the story with our senses?

STOP for discussion

Read Aloud
“Edgar Badger’s Balloon Day”

REFLECTING ON THE TEXT
3 minutes
Engage students in a brief discussion about “Edgar Badger’s Balloon Day.”

Let’s review what I read to you in our last session. Who wants to share what the story of Edgar Badger was mostly about?

Edgar goes for a walk in the woods on his birthday. He meets some friends on his walk. They don’t seem to remember it’s his birthday. That makes Edgar feel disappointed.

Anyone else?

In the end, Edgar’s friends come to his house with a birthday surprise.

CLOSE LISTENING TO THE TEXT
7 minutes
Explain the new learning focuses for this rereading. Help students determine the meaning of words and phrases in the text by asking questions and recounting information they heard.

Today as I read “Edgar Badger’s Balloon Day,” think about any interesting or unfamiliar words or phrases you hear and ask yourself what they mean. I noticed the word marvelous. I asked myself, “What kind of day is a marvelous day? Does marvelous mean good or bad?” I’ll go back and read the sentences that follow marvelous to see if there are any clues to the meaning. The text says the day is “beautiful” and “special.” I think marvelous means “very good.”

Continue reading, stopping at the next two stopping points. Model your thinking and encourage students to share questions they have about words or phrases and the clues that help them determine their meanings.

I read an interesting phrase. The text says Edgar had only “one thing on his mind.” I’ll read the sentences after it and see if we can figure out what this phrase means. Who can tell me what Edgar talks about?

He talks about birthdays. He asks when is the best time for a birthday. He says he thinks summer is best. He says that if he had a winter birthday, he’d change it.

It seems that all Edgar can talk about is birthdays. These clues tell us that having “one thing on his mind” means only being able to think about one thing.

Remind students to keep identifying unfamiliar words and phrases. Lead them to ask and answer questions to determine their meanings.

I’ll read the next section. Listen closely for unfamiliar words or phrases. Then we’ll try to figure out what they mean. Who has a question about the meaning of a word or phrase?

What does “stopped in his tracks” mean?
That’s a good question. I remember that after Edgar stopped in his tracks, the text said he shouted, “Maybe I’ve got the wrong day!” It seems like he stopped walking because he suddenly got an idea. Who can think of what “stopped in his tracks” means?

I think it means to stop suddenly.

As I read to the end, keep listening to identify unfamiliar words or phrases and then ask and answer questions to determine their meaning.

**DISCUSSING THE TEXT**

Guide the discussion by first modeling what you noticed about determining the meanings of unknown words in a text. Then ask students to share what they noticed.

I noticed that when I am reading a text and I come across a word or phrase I don’t know, I can stop and read the words or sentences around it for clues. Did anyone else notice anything about figuring out the meanings of words?

Sometimes the clues come before the word and sometimes they come after.

Who will share how determining the meanings of words and phrases helps you ask and answer questions to understand details in a text?

I need to know what the words mean so I can ask and answer questions to help me understand details in the text.
**LEARNING FOCUS**

**RL.2.1**

Students read closely to ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

---

**KEY IDEA**

This collection of poems explores diversity in children and the different kinds of relationships children have with their siblings and other children.

---

**PREVIEWING THE TEXT** *(pages 4–10)*

3 minutes

Preview the cover together and invite students to read the title and back cover with you.

- Today we’re going to read a collection of poems. Let’s read the title and back cover together. . . . What do you think this text is about?

- Yes, we’re going to read poems about different kinds of friendships.

Reintroduce the learning focus from the recent Read Aloud session.

- Remember when I read “Edgar Badger’s Balloon Day” to you the other day? As I read, I was thinking out loud about questions I had. Finding answers in the text helped me understand key details better. As we read together now, I want you to practice the same thinking in your heads. We’ll read several different poems.

---

**CLOSE READING OF THE TEXT**

7 minutes

Ask students to join in reading when they feel comfortable. First read the title page and the Contents, and then read pages 4–10 together. Remind students to think about the learning focus as they read along with you.

- First we’ll read the title page and then the Contents page. The Contents lists the title of each poem and the page on which it begins. We’ll read the first poem and then read three more poems, continuing on to page 10. Our work is to find answers to our questions by paying close attention to the text in each poem.

Stop after you read each poem, and ask students to share their thoughts.

- The title of the first poem is “Kids.” In the first part of the poem, the poet tells ways kids are different from one another. What is one way they are different?

  *They have different color hair.*

- Who would like to show us what you read in the text that makes you say that?

  *On page 4, the first two lines of the poem say, “Some of us have black hair. / Some have blond or brown.”*

- Who’ll show us a place in the text that tells how kids are alike?

  *On page 5, it says, “All of us share just one home. / It’s called the planet, Earth.”*
When I read *Could We Be Friends?* I had two questions: Who is the speaker of the poem? Who is the speaker talking to? Can someone find details to answer?

*The picture shows a boy. He’s the speaker. He sees another kid in the back seat of a car.*

Which details in the poem make you say that?

*Here on page 6, it says, “I wonder who you are.” The “you” is the “Kid making faces.” It says the kid’s in “the back seat / of a car.” He’s saying what he’s thinking about the kid in the car.*

Turn to page 7 and point to the word *light* (without saying it) for students to locate in their texts. 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 *ligit*. Read it with me in the sentence. Then we’ll check to see if it makes sense. . . . Does *ligit* make sense here? No. Let’s try to correct it. (Say *light*.) 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 until the end of page 10. Encourage students to keep thinking about questions they have and to see if they can find answers in the text.

Let’s keep reading. Please read along. Pay close attention to the details and ideas in the poems. Think about any questions you have as you read. See if those questions are answered later in the poem. Hold those questions in your head to share after we finish.

**DISCUSSING THE TEXT**

10 minutes

Facilitate a discussion in which students share thoughts about one of the poems they read. Ask them to pose questions and discuss answers they discovered in the text.

Let’s think about the poem “Chris.” Who’d like to share what the poem is about?

*a boy tells reasons that Chris is his friend*

Who’d like to share a question they had about the poem and an answer they discovered while reading?

*My question was: Who is the person talking about Chris? The answer is that the person is a good friend.*

What details from the text helped you come up with your answer?

*On page 9 it says, “I wouldn’t trade you for a brother.” That means that the speaker feels close to Chris even though Chris isn’t his brother.*
Invite students to select one of the poems they read to discuss with a partner. Suggest that they talk about questions they had while reading the text and offer any answers they found.

- Turn and talk with a partner about one of the poems you just read. Listen carefully to what your partner has to say, and then share your own thoughts. Be ready to share back with the group. . . . Which poem did you talk about? Could We Be Friends?

- What questions and answers did you discuss?
  
  One question was, “How did the children in the poem act like friends?” We found details that they play a copying game. They stick out their tongues. Then they both smile and wave.

Encourage students to think and talk more about questions they had while reading the text and offer any answers they found. Remind students that asking questions and finding answers in the text can help them understand what they read.

- You’ve already shared some questions and answers about the text. Who would like to share some other questions?

Discuss the word rave on page 10.

- Let’s have a close read of the text on page 10. Why does the speaker hate Nancy Feder?
  
  She’s a goody-goody.

- The text says the speaker has to listen to her mom rave about Nancy. What clues can you find to help you understand the meaning of rave?
  
  The speaker’s mom talks about how perfect Nancy is. She makes her bed. She folds her clothes. She does her homework before she goes out to play. I think rave means to talk about how great someone is.

Write light and smile on a whiteboard or easel. Underline the igh of light and the i_e of smile. 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 page 7 and read these words in our texts.
CONNECTING TO THE THEME

Engage students in a conversation about the theme, The Value of Friendship, and the Essential Question, What does it mean to be a friend? Ask students to compare how the multiple stories and poems you have read together reflect the value of friendship.

—we’ve been reading different stories and poems about friendship. Think about what we’ve read so far. Let’s compare what different texts tell us about friendship. I’ll chart your responses. We can change our minds as we talk through our answers.

Encourage students to share their thoughts about what the texts say about friendship.

—Now that you’ve had some time to think about the stories and poems we’ve read, who’d like to share their thoughts about what they say about friendship?

The poem “Chris” said that friends share secrets. That means friends trust each other. In the Edgar Badger story, friends share a secret about Edgar’s surprise party. No one tells Edgar about it.

Who can tell how the texts were different?

Some stories have animal characters, like the two stories about the mice and the one about Edgar Badger’s birthday. The story about finding Blippo and the poems have kid characters. They tell how friends help each other and feel about each other.
RETURNING TO THE TEXT (pages 4–10)

Three minutes

Ask students to think about the poems they’ve read and share what they are about.

Before we reread the first poem, let’s talk about what all the poems we read so far are about.

*They are about kids and being friends.*

Yes, all the poems tell something about kids and friendship.

Clarify the learning focuses for this session.

Let’s reread the first poem, “Kids.” We’ll look for words and phrases in the text that supply rhythm and meaning. We’ll use the pictures and words to ask questions and find answers to demonstrate our understanding of key details.

CLOSE READING OF THE TEXT

Seven minutes

Ask students to join in the reading. Reread the first poem together on pages 4–5. Remind them to think about the learning focuses as they read along with you.

Reading a text again helps us focus on details we may have missed the first time. It also lets us focus on different parts of the text. Today when we reread the poem, we can pay attention to the rhythm. We can think about how words and phrases create the rhythm of the poem and also contribute to its meaning. Then we can look at the pictures and think about how they contribute to the meaning. As we read the poem, listen for the rhythm and look for ways the words supply the rhythm and meaning. Look at the pictures and think about the information they provide.

Encourage students to return to the text to support their thinking.

Who’d like to share what they notice about the rhythm of the poem?

*I notice that the last word in every other line rhymes. Some examples are brown/town, day/play, and noise/boys.*

Who’d like to share something else they notice about the rhythm?

*Many of the sentences begin with the same phrase, “Some of us” on page 4 and “All of us” on page 5.*

You’re right. Those phrases help supply rhythm in the poem. How do they also contribute to the meaning of the poem?

*Repeating the phrases helps make the point that kids are different and alike in many ways.*
Have student discuss how they used the illustrations to better understand the text.

- Let’s discuss what the pictures help us understand about the poem. Who’d like to share something they noticed?
  
  The text on page 4 is about ways kids are different. The pictures show kids of different sizes who have different color hair and skin.

- That’s a good example of using the text and pictures together.

**DISCUSSING THE TEXT**

Facilitate further discussion about what students learned using information from illustrations and words and discuss how that helped them better understand the text.

- We’ve been sharing ideas about the poem “Kids” and how we used information from the pictures and words to help understand the text. Let’s talk as a group about the poem “Chris” now. Who’d like to share a question they had and tell how they found the answer?
  
  I had a question about the speaker of the poem. I wondered who the speaker was. I asked myself, “Is the speaker a kid? Is the speaker a boy or a girl?” The speaker talks about playing catch with Chris. The picture shows two boys playing catch. So I think the speaker is a boy. I think the poem is about the boy and why Chris is his friend.

- Sometimes when we have questions about the text, the pictures can help us answer them.
Shared Reading

Could We Be Friends?

LEARNING FOCUS

RL.2.1
Students read closely to continue to ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

RETURNING TO THE TEXT (pages 11–15)

Invite students to share their thoughts about the poems they’ve read, encouraging them to listen to each other and add to what the others have shared. Then explain the learning focus.

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

We read four poems about kids and friendship. One is about how kids are alike and different. One is about two kids who play a game from the cars they’re in while stopped at a traffic light. One is about how a boy feels about his friend. One is about a girl who hates the girl who lives next door.

In our last two sessions, we paid close attention to the words and pictures to help us understand the poems. Today we’re going to read different poems about friendship. As we read, we’ll think about questions we have and how we can find answers in the text.

CLOSE READING OF THE TEXT

Ask students to join in the reading as they are comfortable. Read to page 15 together. Remind students to think about the learning focus as they read along with you.

We’re going to read three new poems today. When we get to page 15, we’ll stop and discuss what they are about by asking questions and looking for answers in the poems. Then we’ll talk about one poem in more detail.

Continue reading to page 15. Encourage students to describe the common thread in all three poems. Then focus on “New Neighbors” on pages 12–13.

Who’d like to share what they noticed about all three poems we read?

They’re all about moving.

Let’s take a closer look at “New Neighbors” on page 12. What is this poem mostly about?

A boy watches a new family move into a house across the street. He’s pretty sure he won’t like them. Then he changes his mind.

Who’d like to share a question you had and an answer you found in the text?

I wondered why the speaker decided the boy would be his friend. Then I reread what the speaker says to the boy. I learned that the speaker realized that he and the boy, José, had things in common.

VOCABULARY

Discuss the word neighborhood on page 12. Help students understand that knowing a neighbor is someone who lives near you can help you figure out that a neighborhood is a place lived in by people who are neighbors. Point out that a reader can use a root word they know to figure out the meaning of an unknown word with the same root.
DISCUSSING THE TEXT

Facilitate further discussion about questions students had and answers they found by focusing on details in the text.

Think about the three poems we just read. Who’d like to share a question you had while reading one of the poems? Share the details in the text that helped you answer it.

I had a question when we read, “Oh, Suzy.” I thought the speaker of the poem was unhappy that Suzy moved away. I wondered what she missed about her friend. Then I looked closely at the text. I read that the speaker and Suzy liked to play by doing rough and tough things together. They liked to wrestle and roll down hills. Other girls she knows don’t like to play that way. Now the speaker will miss doing that with a friend.

Remind students of the utility of the comprehension strategy.

Remember that when we read stories or poems, it helps our understanding if we think about questions we have and look carefully in the text to find answers.

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 happens in the poem “New Neighbors” to make the speaker say José will be his friend? Use details from the poem to support your answer. Have them check off the question from the list at the top of the page. Have students note specific details with the goal of writing their own responses.
**RETURNING TO THE TEXT** (pages 11–15)  
Clock: 3 minutes

Explain to students the purpose of this session.

- Today we’re going to look closely at a few poems. We’ll review strategies we used to understand their meanings. Who will remind us of what the poems were mostly about?
  - kids and friends

- Who’ll describe a strategy we used to understand the poems?
  - We looked for words and phrases to supply rhythm and meaning.

- Anything else?
  - We used pictures to help understand the poems.

- Anything else?
  - We thought about questions as we read and looked for answers in the text.

**CLOSE READING OF THE TEXT**  
Clock: 7 minutes

Encourage students to summarize what they read.

- Now that we’ve read all the poems, let’s think about what we read. We can summarize what the collection of poems is about. Who’d like to start?
  - The poems tell what it’s like to be a kid. They tell about experiences kids have. Kids make new friends. Kids move and start new schools. Kids have siblings. Kids get sick. Kids have birthdays and birthday cakes.

Ask students to discuss how words and illustrations helped them understand the poems. Flip through the poems asking students for text evidence that supports their thinking.

- Let’s talk about how words, phrases, and pictures helped us understand the poems. Who’d like to share an example?
  - In “Chicken Pox,” the words “dotty, spotty” and “itchy, scratchy” helped me understand how the girl in the picture on page 28 feels. She has spots on her face and hands. She looks upset. That makes me think she doesn’t like itching and staying in bed. She’s looks like she is mad at her brother because he gave her chicken pox.

- Who’d like to share their thoughts about another poem?
  - The poem “A Birthday Wish” is about blowing out the candles on a birthday cake and making a wish. The pictures on pages 20–21 showed me what the wish looks like. The poem says the cake had a “circle of candles.” It changed when the speaker’s eyes closed. The picture shows a circle of kids from around the world. It shows them holding hands with no one left out. This helped me understand that the wish was for children of many lands to be friends.

**SHARE**

Use the pictures along with the text in a story or poem to give you more information. You can better explain who the characters are, what the setting is, and what’s happening in stories and poems you read in books or online if you study the pictures.
DISCUSSING THE TEXT

Facilitate further discussion about what students learned using information from illustrations and words and how that helped them understand the text better.

As we wrap up our conversation about these poems, let’s mention other ideas about how we used words, pictures, and our questions and answers to understand the text. Who’d like to start with a poem we haven’t talked about yet?

When I read “The Empty Lot: A Modern Fairy Tale,” I noticed how the rhyming words helped give the poem rhythm. It made the poem fun to read. I wondered what the words “strangers turned into a friendly crew,” meant. I kept reading and looked at the pictures. This helped me understand that people who didn’t know each other worked together. They worked to turn an empty, run-down lot into a beautiful garden. They became friends.

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 use the blackline master on page 275 to write their own responses to the question: What happens in the poem “New Neighbors” to make the speaker say José will be his friend? Use details from the poem 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 review.

WRITING WORKSHOP

Turn to pages 270–271 for performance task shared writing instruction.
Shared Reading
“A Friend Helps Out”

**LEARNING FOCUS**
*RL.2.1*
Students read closely to ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**TODAY AT A GLANCE**
- **SHARED READING** pp. 248–251
- **SMALL GROUP READING** (see Theme at a Glance)
- **WORD RECOGNITION / STUDY** pp. 254–261
- **WRITING WORKSHOP** pp. 272–273

**KEEP IDEA**
A simple, helpful conversation might lead to friendship.

**PREVIEWING THE TEXT**
*3 minutes*
 Invite students to read the title of the story with you. Re-introduce 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, we’ll practice the same comprehension thinking we used with our last story and poems. We’ll ask ourselves questions while we read, and we’ll look for answers in the text. This is a short text, and you’ve had practice with the learning focus, so you can jump right in.

**CLOSE READING OF THE TEXT**
*7 minutes*
 invite students to join in the reading as they feel comfortable. Read the title, then read the first paragraph together. Remind students to think about the learning focus as they read along with you.

- Let’s read the title together and then continue until the end of the first paragraph. As we read, think about any questions you may have. . . . Who has a question to share?
  
  **What is a personal narrative?**

- Let’s keep reading and see if we can find an answer to your question.

Read two more paragraphs. Encourage students to keep thinking about questions they have while they read and keep looking in the text for details they can use to answer them. Then read to the end of the story.

- Let’s read the next two paragraphs. Remember to think of any questions you have and to see if you can find an answer to “What is a personal narrative?”
  
  Who’d like to share an answer they found?

  **It’s a story about something that happened to the writer.**

- Who can show us text evidence?

  **In the third paragraph, Nora says, “In a personal narrative, you write about something that happened to you.”**

**ELL SUPPORT**
*L.2.4*
**Vocabulary** Support vocabulary such as complained, happened, and realized in context using the ELL vocabulary strategies in Getting Started.

**WORD RECOGNITION/STUDY**
*RF.2.3, L.2.4d*
Expand students’ vocabulary skills with a discussion of compound words. Then focus on the word something on page 28.
Good job. You used details from the text to help answer the question. Who’d like to share a question they asked themselves while we read this part of the story?

How did Nora help Greg?

That’s a good question. Did you find an answer?

Yes. Nora told Greg what a personal narrative is. She gave him an idea of what he could write about.

You’re right. Let’s finish the story.

DISCUSSING THE TEXT

10 minutes

Explain to students that as their peers share their thinking, they should listen carefully and wait their turn to speak.

As we share our thinking, let’s listen to each other carefully. We want to understand what our classmates are saying, and think about whether we want to add something to the discussion. If we do, then we should wait until the speaker is done before adding something. Who would like to add something to what’s already been discussed?

I wondered what Greg thought about the idea Nora gave him for a personal narrative.

Who has an answer to this question?

Greg thought it was a great idea. He decided to write about the close game his soccer team won.

Focus on the word shyly in the second paragraph on page 28.

Let’s have a close read of the second paragraph on page 28 where Greg is asking Nora if she’s finished with her writing. The text says she nodded shyly. Who wants to explain what they think shyly means?

I think it means acting in a way that shows you are not comfortable talking to people.

Who can find clues in the text that helped you figure out the meaning?

Greg said, “You never say much.”

How does understanding the word shyly help you understand the story?

It helps me understand that it was hard for Nora to talk to Greg and help him.
Guide a discussion about other questions and answers.

Who’d like to share another question they had while reading and the answer they found in the text?

I had a question about Nora’s suggestion to write about a soccer game. I wondered if Greg used her suggestion. I wondered what Greg decided to write about. I found my answer when I read the last paragraph. The text says Greg did decide to write about a soccer game. He decided to write about a close game that his team won.

Connecting to the Theme

Prompt a discussion about the theme, The Value of Friendship, and the Essential Question, What does it mean to be a friend? Encourage students to think about how the characters in the stories showed the value of friendship based on what they read.

Let’s talk more about our theme: The Value of Friendship. It looks like the characters in this last story we read might become friends. Let’s think more about Nora and Greg. How do their actions show the value of friendship?

I think Nora could become a good friend to Greg. She helped him with his schoolwork. She gave him an idea of what to write about. I think Nora shows the value of friendship.

Encourage students to make additional links across the theme.

We’ve read many stories and poems together about friends. Can anyone tell us about the two other texts we read that show this theme?

I think that the poem “A Birthday Wish” and the story “Edgar Badger’s Balloon Day” both show that friends celebrate birthdays together. The poem is about blowing out candles on a birthday cake. We know there are friends helping to celebrate because the friends holler, “Blow!” Edgar’s friends come to his house with a surprise for his birthday.

I agree. Having someone to help you celebrate birthdays and other good times shows the value of friendship.
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 Nora help Greg? Use details from the story to support your answer. Have them check off the question from the list at the top of the page. Have students note specific details with the goal of writing their own 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.
“A Friend Helps Out”

RETURNING TO THE TEXT

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

- Before we read the story again, let’s talk about what “A Friend Helps Out” is mostly about.

  Greg has to write a personal narrative. He doesn’t know what to write about. Nora helps him.

- Today when we read, we’ll think about questions we have and focus on illustrations and words to find answers.

CLOSE READING OF THE TEXT

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 focus as they read along with you.

- We’re going to reread the first paragraph together. Pay attention to details and think of questions you have. . . . What questions did you think of?

  Why doesn’t Greg write a personal narrative about his favorite superhero? That sounded like a good idea to me.

- Let’s continue reading to see if we can come to a deeper understanding of his reason for writing about his soccer game.

Continue to read, using the illustrations and text to help understand details in the story.

- Who’d like to share details about Greg and Nora?

  I think Greg and Nora are classmates.

- What makes you think that?

  The picture shows a boy and girl in a classroom. That’s the setting. They are sitting next to each other. I can see they are sitting at desks.

Continue reading to the end of the story. Encourage students to keep thinking about questions and answers they got from the text.

- We’ll continue reading to the end of the story. As we read, we’ll continue to look for details to help us answer any questions we have. We’ll see if we can finally answer the question from the first section, “Why doesn’t Greg write a personal narrative about his favorite superhero?” Can you answer that question? Do you have a better understanding of his reasons?

  Yes, now I understand his choice. Nora explains what a personal narrative is. She says it’s something that happens to the writer. She reminds Greg that he plays soccer. She asks him why he doesn’t write about one of his games.
Who has something else to add about Greg’s reasons for not writing about his favorite superhero?

Greg listens to Nora’s idea. He says that their team won a game last week. I think he decided that writing about the game was a better topic for a personal narrative. He says, “Last week our team won a super close game. I’m going to write about that!”

**DISCUSSING THE TEXT**

Facilitate a discussion that demonstrates students understand key details in the text that helped them answer their questions.

- Who’d like to share a question they had while we were reading?
  - Will Greg and Nora be friends now?

- Who can answer that question?
  - I think they will. Greg likes Nora’s idea. He used it to write his paper.

- What text evidence made you think that?
  - In the last paragraph, Greg said, “That’s a great idea, Nora! Thanks!” It also says that Greg “realized that Nora helped him a lot.” I think that means he will think of her as a friend from now on.

- As you read other stories, always remember to look for details in words and pictures that can help you better understand the story.

**TEACHER’S CHOICE**

**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 use the blackline master on page 275 to write their own responses to the question: *How did Nora help Greg? 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 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 272 for more information.
**WORD BANK**

Two Syllable Words with Like Consonants: letter, comment, ribbon, dollar, button

Two-Syllable Words with Unlike Consonants: picture, basket, napkin, pencil, custom

---

**Model Sentence:** Each member can suggest how to help fix the yellow window.

**DAY 1 MODELED PRACTICE**

Write the model sentence on an easel or interactive whiteboard and read it with students. Point to the word member and ask students to say the word and tell how many vowel sounds the word has. Point to the two consonants m and b in the middle of the word. Draw a line to divide the word into syllables between the consonants m and b. Point out to students that when a word has two consonants in the middle, the word can be divided into syllables between the two consonants. Remind students that each word part is called a syllable. See the word bank in the margin for more words to use. Review the skill at the end of the lesson.

Let's read the model sentence together: Each member can suggest how to help fix the yellow window. Point to the word member. Say this word with me: member. How many vowel sounds do you hear?

two

How many syllables does the word have?

two

Look at the middle of the word. There are two consonants. Words with two consonants in the middle can usually be divided between the two consonants. Watch as I draw a line to divide the word into syllables. Say the syllables with me: mem-ber. Point to the word suggest. Do you see two consonants in the middle of the word? How would you divide the word into syllables? Watch as I draw a line to divide the word into syllables. Say the syllables with me: sug-gest. Words can have two like consonants, such as the two gs in suggest, or two unlike consonants, such as the m and b in member. Either way, the words can be divided between the two consonants.

**DAY 2 SHARED PRACTICE**

Invite students to create a new sentence that contains two-syllable words with two consonants in the middle on an easel or interactive whiteboard. You may wish to provide a list of words for them to choose from or work with them to create a list. Guide them to write a sentence that links to the theme of the value of friendship. Review the skill at the end of the lesson. Save their work for the review session.

Yesterday we looked at a sentence and found out how the two-syllable words could be divided into syllables. Look at the sentence. What other words have two syllables?

yellow, window
Say this word with me: yellow. How many vowel sounds do you hear?
  two
How many syllables does the word have?
  two
How do we divide the word yellow into syllables? (yel-low) Now say this word with me: window. How many vowel sounds do you hear?
  two
How many syllables does the word have?
  two
How do we divide the word window into syllables? (win-dow) Now let’s write a new sentence with two-syllable words with two consonants in the middle. First, let’s make a list of some two-syllable words with two consonants. Now let’s write a sentence that uses some of those words. Let’s pick two words for our sentence. . . . comment, pencil. I used a pencil to write a comment to my friend. What are the two-syllable words with two consonants in the middle? Does anyone have another idea for a sentence using our word bank?

**DAY 3 REVIEW**

Bring up the work students did during the Shared Practice session on easel or whiteboard. Remind them how to divide the words into syllables. Try using the sentence students created as the basis for new sentences with other two-syllable words with two consonants in the middle.

Let’s look at the work we did yesterday. We wrote some sentences using two-syllable words with two consonants in the middle. Here’s one: I used my pencil to write a comment to my friend. Who will circle the word with two like consonants in the middle? Who will underline the word with two unlike consonants in the middle? How many syllables do the other words have? Now let’s change the sentence.
  I used a pencil to write a letter to my grammy.

I’ll write this sentence here. Let’s divide the two-syllable words into syllables between the two consonants. Remember, two-syllable words with two consonants in the middle can be divided into syllables between the two consonants.

**INDEPENDENT PRACTICE**

Have students use the blackline master on page 276 to divide the words into syllables and count the syllables. Then have them create a sentence using some two-syllable words from the exercise. Have them exchange papers and check each other’s work.
Homographs

Model Sentence: My friends knew we should wind the string to fly our new kite in the wind.

DAY 4 MODELED PRACTICE

Write the model sentence on an easel or interactive whiteboard and read it with students. Remind them that homophones are words that sound the same but have different meanings and spellings, and homographs are words that are spelled the same but have different meanings and may also have different pronunciations. Have students identify the pair of homophones and the pair of homographs in the sentence. Then have them write the words and the meaning of each word. End by reviewing the definition of homographs. See the word bank in the margin for more homographs to use. Review the skill at the end of the lesson.

Let’s read this sentence together. . . . Which two words sound the same but have different meanings and spellings? Which two words are homophones?

knew, new

They are called homophones because they sound the same when you say them. However, they are spelled differently, and they have different meanings. Read the two words with me. . . . What did you notice?

The words sound the same.

Now let’s look for two words that are homographs. Which two words are spelled the same but have different meanings and different pronunciations? Which two words are homographs?

wind, wind

They are called homographs because they are spelled the same way. However, they have different meanings, and in this case, they have different pronunciations. Let’s try another sentence. (Write a theme-related sentence using close (to shut) and close (nearby) and follow the same procedure.

DAY 5 SHARED PRACTICE

Review the terms homophones and homographs. Invite students to help you create theme-related sentences containing homographs on an easel or whiteboard. See if they can create two sentences, one for each homograph in a pair. Save their work for the review session. Restate the definition of homophones to end the session.

Look at this sentence: My friend reminded me to close the door that is close to the garage. Which two words are homographs?

close, close
They are called *homographs* because they are spelled the same, but they have different meanings, and they also have different pronunciations. Let’s practice writing sentences that make the meanings clear. We’ll use this homograph pair: *bow* and *bow*. First, who knows what the words mean?

* A bow is “something made from ribbon,” and bow means “to bend at the waist.”

Okay, let’s start a sentence.

*I put a bow on the present and will bow when I give the present to my friend.*

Now look at this sentence: *I will present the present to my friend.* What homographs are in this sentence?

*present, present*

What does each word mean?

*present—“to give;” present—“a gift”*

### DAY 6 REVIEW

Display the work students did during the Shared Practice session on an easel or whiteboard. Review the concepts of homophones and homographs as well as strategies for deciding how to say the words and how to figure out what the words mean. Invite students to think of homographs to use in sentences. End by restating the definition of *homographs*.

- Look at our sentences from yesterday. What homographs are in the sentences?
  - *close, close; bow, bow; present, present*

- Who knows a sentence we can write for the homographs *bank/bank*? First, what two meanings do you know for these words?
  - *bank meaning “side of a river” and bank meaning “a place to put money”*

Remember, *homographs* are words that are spelled the same but have different meanings and pronunciations. What sentences can we make with both meanings of *bank*? (Write the sentences on the easel or whiteboard.) Let’s read our sentences and check what the word *bank* means. Now let’s write sentences for the homographs *can/can* meaning “able to do something” and “a metal container.”

### INDEPENDENT PRACTICE

- Have students use the blackline master on page 277 to match the homographs to the two definitions. They can work in pairs to create sentences for some of the homographs.
Model Sentences: I bike to the park. Tom and Jane biked with me. We are also biking to the ball game.

DAY 7 MODELED PRACTICE

Write the model sentences on an easel or interactive whiteboard and read them with students. Discuss or review that inflectional endings are word parts that are added to root words. When the root words are verbs or action words, the endings help show when the actions are happening. Ask students to identify the verb in the first sentence. Have them tell what the verb means. Ask students to identify the verb in the second sentence. Help them identify what the verb means and what ending was added to the verb. Continue with the third sentence and the verb biking. Help students conclude that verbs that end in final e usually drop the e before the ending -ed or -ing is added. See the word bank in the margin for more verbs to use. Review this again later in the lesson.

Let’s read these sentences together. . . . What is the verb or action word in the first sentence?

bike

What letter is at the end of the word bike?

the letter e

Look at the second sentence. What ending does the word biked have?

-ed

When -ed is added to a verb that ends in e, the final e is dropped before the ending -ed is added. The -ed ending tells us about an action that has already happened. Look at the third sentence. What ending does the word biking have?

-ing

When -ing is added to a verb that ends in e, the final e is dropped before the ending -ing is added. The -ing ending tells us about an action that is happening now. You can see that the root word bike changes when the ending -ed or -ing is added.

DAY 8 SHARED PRACTICE

Invite students to create a new sentence that contains a final e verb with -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 them to write a sentence that links to the theme of friendship. Review the skill at the end of the lesson. Save their work for the review session.
Yesterday we looked at sentences that each had a verb that drops its final e when adding -ed or -ing. Let’s write sentences with verbs that have the ending -ed or -ing. First let’s make a list of -ed or -ing verbs. We’ll study them to see whether they are words that drop the final e before the ending -ed or -ing is added. Let’s pick a word for our sentence. . . . type. We typed a note to our friends. They are typing a note back to us. What ending is added to the word typed?

- ed

When is this sentence happening? Right, it has already happened. What ending is added to the word typing?

- ing

When is this sentence happening? Right, it is happening now. How did the word type change before -ed or -ing was added?

The final e was dropped first.

**DAY 9 REVIEW**

Display the work students did during the Shared Practice session on the easel or whiteboard. Remind them how the -s and -ed inflectional endings change the time when the action of a verb takes place. Try using the sentence they created as the basis of new sentences with verbs with inflectional endings. Guide students to review how the endings affect the verbs they have been added to.

Let’s look at the work we did yesterday. We used verbs with inflectional endings in sentences: We typed a note to our friends. They are typing a note back to us. Who will underline the verb with an ending in each sentence? What is the root word? Who can write the root word?

type

How did the base word change when the endings were added?

The final e is dropped when the endings -ed and -ing are added.

Now let’s change the word to something new. Who has a sentence

We created a note for our friends. They are creating a note for us.

I’ll write those sentences here. We added -ed or -ing to what word?

create

The sentence with the word with -ed tells about something that has already happened. The sentence with the word with -ing tells about something that is happening now.

**INDEPENDENT PRACTICE**

Have students complete the blackline master on page 278. Then have them work with a partner to check each other’s work and circle the verb with an inflectional ending.
Model Sentence: *My friends couldn’t come over, so they won’t be playing with us.*

**DAY 10 MODELED PRACTICE**

Write the model sentence on an easel or interactive whiteboard and read it with students. Draw their attention to the contraction *couldn’t*. Discuss how a contraction is a word made by combining two words, leaving out one or more letters, and putting an apostrophe in their place. Have students identify the two words that make up the contraction and tell how the words changed to form the contraction. Have students identify the other contraction in the sentence and follow the same procedure.

- Read this sentence with me. . . . Who can identify the first contraction in this sentence? *couldn’t*
- What do you know about contractions? *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 *couldn’t*? *could not*
- Who can tell us the missing letter? *o*
- Look at the sentence. What other contraction is in the sentence? *won’t*
- What two words make up the contraction *won’t*? And what letters changed or were left out? *The two words are will not. The ill became o. The o in not was left out.*

**DAY 11 SHARED PRACTICE**

Review with students how contractions are formed. Write several contractions, referring to the word bank. Invite students to help you create a theme-related sentence containing two contractions.

- Who can remind us about contractions? *A contraction is a word that is made by combining two words. An apostrophe is used to show where a letter or letters are left out.*
LET'S CHOOSE TWO CONTRACTIONS AND THEN WRITE SENTENCES WITH THEM. WE’LL WANT THE SENTENCES TO RELATE TO OUR THEME. WE’LL USE LET’S AND THEY’RE. WHO HAS AN IDEA?

Let’s visit our friends. They’re waiting to see us.

LET’S BUILD MORE SENTENCES WITH CONTRACTIONS ABOUT THE THEME OF FRIENDSHIP.

DAY 12 REVIEW

Bring up the work students did during the Shared Practice session on the easel or whiteboard. Review the concept of contractions as well as their construction and use. Demonstrate for students how an apostrophe replaces a letter or letters in a contraction.

Here are the sentences we made when we last talked about contractions. Let’s take a look at the contractions to see how a contraction is formed. (Write all the contractions used in the sentences on the easel or whiteboard.) We’ll start with couldn’t. First we’ll write the two words. . . . Yes, could and not. Now look closely—what letter is missing in the contraction?

Instead of the letter o, what do you see?

an apostrophe

The apostrophe is used to show that a letter is left out. Let’s look at the other contractions in the same way.

INDEPENDENT PRACTICE

Have students use the blackline master on page 279 to write the contractions and a sentence using each of them. Then have students work with a partner to check each other’s work, including each contraction in their partner’s sentence.

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 272 for more information.
**LEARNING FOCUS**

**W.2.3**
Introduce or help students recall characteristics of narratives, in which a well-elaborated event or short sequence of events is recounted, along with details that describe actions, thoughts, and feelings; in which temporal words signal event order; and in which a sense of closure is present.

**ESSENTIAL QUESTION**

What does it mean to be a friend?

**SHARE**

Narratives are usually structured in a logical sequence with a beginning, middle, and end. In narratives, characters often have adventures and need to respond to a problem or challenge.

**DAY 1 OVERVIEW**

Introduce the theme, The Value of Friendship, and the Essential Question, *What does it mean to be a friend? Discuss what it means to be a friend.*

In the story I read today, the characters demonstrated the value of friendship. Let’s talk about what it means to be a good friend. Who has some thoughts?

Tabitha lost Blippo. Daisy found Blippo in the sandbox, but then lost him at the amusement park. She and Tabitha and Timothy go there to look for him. I think Daisy is a good friend because she wanted to help Tabitha find Blippo.

Anyone else?

At the amusement park, the friends keep looking in different places. They finally find Blippo. I think they show the value of friendship by not giving up until they found Blippo.

Yes, good friends help each other solve problems. In the stories we will read over the next few weeks, we’ll think more about the value of friendship.

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

In this theme, we’ll be learning more about writing a narrative, or story. Together we’ll write a narrative about characters that do something to show they’re good friends. We’ll think about writing a narrative with a clear beginning, middle, and end so our readers understand what’s happening in our story. First, we’ll create characters and set up a problem. We’ll write how the characters solve the problem. Then you’ll have a chance to write your own story about characters that shows the value of friendship.

**DAY 2 COLLECT EVIDENCE/WRITE TO SOURCE**

**RESOURCE**
Explain the learning focus for the session. Project the evidence collecting blackline master (page 274), and discuss the constructed response question. Read the question with students and model collecting evidence from the text.

Today we’ll read a question about the amusement park mystery story. I’ll show you how to prepare to answer a question about the text we read. Let’s read the question together. (Read the question aloud.) The first thing I think about is, what is my answer to this question? Part of my answer has to do with Daisy finding Blippo in the sandbox and holding him for Tabitha.

I need to go back to the text to find evidence that supports this answer. . . . Here it is. I’ll make a note of it, using words from the text. Who will help me think of other ways Daisy showed she was a good friend?

Daisy remembered that she lost Blippo at the amusement park. She and Tabitha and Timothy go to the park to look for him.

I’ll find that part and write another note.
Model how to draft a constructed response.

First I’ll think of an opening sentence that includes the question I’m going to answer plus what my answer will be. I’ll write, “I think Daisy showed she was a good friend to Tabitha.” I’ll use details we collected on our evidence sheet to support my answer. My next sentence will be, “First, Daisy found Blippo in the sandbox and held him for Tabitha.” My next detail could be, “Next, Daisy went to the amusement park to look for where she lost Blippo.” Do we have anymore details to support this response? Then we can end with a strong closing. I’ll write, “Last, after looking in different places, the friends found Blippo. I think Daisy was a good friend because she didn’t give up.” Remember to think about these steps when you are answering questions about a story on your own.

INDEPENDENT WRITING

Students think about additional text evidence to support their answers. They use these details to draft responses to the question.

Writing a Constructed Response

- Read the question carefully.
- 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.
- Reread your work to revise and edit.
Constructing Response

**Question:** How are the lives of Yizum and Nkinki different?

**Welcome to the Session:** We just read “Two Friends” together. Let’s read this question together. (Read question at left.) First we need to think about what each character’s life is like. Turn and talk with a partner about this. Try to recall different things you learned about each character’s life, such as where they live, what they eat, and how they get food.

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

- Who will share thoughts about Yizum’s life?
  - Yizum lives in the bush. He lives outside in a hole under a rock. He searches for food. His food tastes hard and bitter to Nkinki.

- Who will share thoughts about Nkinki’s life?
  - Nkinki lives in a village. He sleeps inside. His food is easy to find. An enemy cat lives there, too.

- You’ve remembered many important details about the lives of these two characters.

Guide students to find evidence for their possible answers in the text. Remind them to think about each aspect of one character’s life and then compare it to the same aspect of the other character’s life. With student input, record their answers on the blackline master on page 274. Encourage students to read the text closely for evidence of differences in the lives of Yizum and Nkinki.

- Let’s return to the text together to find specific evidence that supports some of the differences you shared. Who will show us where we can find this evidence in our text?
  - On page 23, it says, “Yizum lived in the bush, while his friend Nkinki lived in the village.”

- Yes, that’s one difference. Let’s keep reading to find other ways their lives are different. Remember that close reading of this constructed response question is important. It says, “how are the lives different,” so we need to be sure we address the differences.

**Independent Writing**

Students use the blackline master 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 “Two Friends.” We’ll use the notes and text evidence we collected to help us draft our answer. First let’s review the steps I used when I wrote my response using the amusement park mystery story.

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 while drafting a response.

We’ll start by telling what we’re going to write about. Who has an idea?

We could say, “There are many differences in the lives of Yizum and Nkinki.”

That works. That tells clearly what we’re going to write about. Now let’s check the evidence we collected to write sentences that explain the differences. Who’d like to supply the next sentence?

INDEPENDENT WRITING

Students draft their responses using the collected text evidence.
Modeled Writing
Performance Task: Narrative

LEARNING FOCUS

W.2.3
Students explore characteristics of narratives through teacher modeling, in which a well-elaborated event or short sequence of events is recounted, along with details that describe actions, thoughts, and feelings; in which temporal words signal event order; and in which a sense of closure is present.

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 narratives. Then we will work toward writing a narrative piece. First I’m going to show you how I might plan, draft, revise, and edit a narrative, or story. You’ll have time to practice writing your own stories, too. Our task is to make up a story about characters that deal with an event or problem in a way that shows the value of friendship.

Review the components and characteristics of narrative text.

Let’s discuss what we already know about the elements of a narrative text.

It’s about fiction characters. The characters could be people or animals that act like people. There could be a big event or problem that happens. Things happen in order. There is a clear beginning, middle, and end.

I see you already know a lot about narrative texts.

Analyze the structure and elements of a narrative using the mentor text (Themed Text Collection Volume 1 page 43) and the two texts read during shared reading.

Let’s look at “Hide and Sniff” and see what we can learn about narratives to help us write our own story. What do you notice?

It started by talking about a game the person plays with her dog. The writer described that really well.

Yes, the setting and characters really came alive even in this short text. Let’s page through the stories we just read together with the purpose of learning more about writing narrative text.

INDEPENDENT WRITING

Students create a page entry in their writing journals titled “Narrative.” They list narrative structure and story elements from the 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 write a narrative about an event in which the characters show the meaning of friendship. I’m going to show you what I think about when choosing a story topic. First, I’ll think about characters who have a problem. I think I’ll write about two girls who are friends. One friend will have a problem when she gets sick on the day of her class trip. The other friend will do something nice to try to make her feel better.
Sample Plan

Characters
Ann, Becky

Setting
Ann’s house, history museum

Problem or Challenge
Ann’s class is going on a trip to the history museum. Ann gets sick and can’t go.

Summary
Ann looks forward to the class trip.

On the day of the trip, Ann wakes up sick.

Ann is upset that she can’t go. She wanted to see the dinosaur skeletons.

At the museum, Becky buys a souvenir dinosaur. After the trip, she brings it to Ann’s house as a gift for her.

E RESOURCE Create a planning organizer (see sample on page 280) on chart paper or a whiteboard. 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 narrative 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.

Now, I’ll think more about my characters. Their names are Ann and Becky. Next, I’ll think of the setting. How about Ann’s house and the history museum? I want to look through the texts we just read because I want to see how the authors described the settings and characters. I’ll think out loud as I write my thoughts on this organizer that I created.

INDEPENDENT WRITING

Students look through other stories for additional elements and structures.


**Modeled Writing**

**Performance Task: Narrative**

**LEARNING FOCUSES**

W.2.3, W.2.5

Students explore characteristics of narratives through teacher modeling in which a well-elaborated event or short sequence of events is recounted, along with details that describe actions, thoughts, and feelings; in which temporal words signal event order; and in which a sense of closure is present. Writing is strengthened through revising and editing.

**DRAFTING TIPS**

When modeling the drafting of a narrative, follow this sequence:
- Opening
- Event 1
- Event 2
- Climax
- Conclusion

**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’m thinking about the characters and the problem in the story. I wonder how I’ll introduce Becky. Does anyone have any suggestions?

Yes, I think Ann should text Becky before school. She can say she’s sick. She could tell her how she’s really sad about missing the trip.

Create a drafting outline on chart paper or a whiteboard using the bullets in the margin. Working off your prewriting chart, model for students how you would draft the story.

When I write my first draft, I want to be sure the characters are believable and the plot is interesting. I think the story will begin like this, “All Ann could think about was the class trip to the history museum. She couldn’t wait to see the dinosaurs. Then, on the day of the trip, she woke up with the flu. She felt terrible that she’d have to miss the trip!”

Model drafting a sequence of events using temporal words. Think aloud as you select words to convey sequence and then bring the story to closure.

I need to think about the events to include and the order they will go in. We already introduced Ann and her problem. We also mentioned Becky. I think next I’ll describe what Becky feels at the museum without Ann. Does anyone have any ideas?

I think we should have Becky think about Ann. She should feel bad that Ann is missing the trip. Maybe Becky could get Ann a toy dinosaur from the museum store! She could give it to her later to make her feel better!

**INDEPENDENT WRITING**

Students choose a topic for a narrative about friendship and think about characters with interesting problems. Students plan their own stories.

**DAY 8 REVISING**

Display your story draft from the previous session. Explain that revising gives writers an opportunity to improve their writing. You may wish to add details to emphasize how badly Ann felt and how Becky wanted to cheer her up. Review your first draft of the story with students.

The revising step is my chance to improve my draft. One way I do this is by reading it aloud to find out if it has a good rhythm and flow, makes sense, and describes how things happen in a clear order. I’ll read it aloud and mark places where I think I need to make changes. Please listen as I read.
Share with students the places in the text that need revising.

I need to make it clear that Becky was thinking of Ann when she bought the dinosaur. I think this sentence works: “When Becky was in the gift shop, she seen a dinosaur. She thought it would cheer up Ann.” That doesn’t sound right. I notice we used the past tense in all our other sentences. Is seen the correct form of the past tense of saw?

No. The correct form is saw.

That’s correct. I’ll change “she seen” to “she saw.”

INDEPENDENT WRITING

Students plan their own story.

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 in the margin. Then model the process of editing the text.

When I edit, I read my text a few times. Each time I think about a different feature. For example, this time I’m looking only for misspelled words. I’m not sure I spelled dinosaur correctly. Let’s check a dictionary. . . . Yes, that’s correct. The editing pointers on this chart are helpful reminders that there is a lot to think about when editing.

INDEPENDENT WRITING

Students share story ideas with peers.
Performance Task: Narrative

DAY 10 CHOOSING A TOPIC/PLANNING

Explain the writing performance task for this theme.

Today we’ll begin creating a new story together. You’ll also work independently writing your own stories on your own or with a partner. The narrative we’ll work on needs to relate to the Essential Question of our theme, What does it mean to be a friend? I showed you how I wrote a story in which two characters responded to a problem by demonstrating the value of friendship. Now it’s your turn to write a story that shows what it means be a good friend.

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

Our work today is to start creating a story in which characters show the value of friendship when they respond to a problem. First we’ll come up with some characters and an event or problem that will make an interesting story. Turn and talk with a partner about your ideas. Then we’ll share our ideas. . . . Who has an idea to share?

A boy wants to play on the soccer team, but he’s embarrassed that he doesn’t know how to play. A girl moves to a new city and starts a new school. She is shy and has to make new friends.

Let’s decide on one of these good ideas for our class project. You can save your other ideas for your own project.

INDEPENDENT WRITING

Students select the final topic for their independent narrative text.

DAY 11 PLANNING

Refer to the drafting tips in the margin on page 271 to help create a planning organizer on chart paper or a whiteboard. Invite students to think about the story elements in preparation for writing the first draft.

We’ll use this chart to guide our thinking as we plan our story. Now that we’ve agreed on the characters and problem, we need to name each character and think about what they’re like. How do the characters feel? What events might happen in the story? How do the characters show their friendship? Turn and talk with a partner. Taking notes in your writing journals will help when sharing with the group. Who has a thought?

I think the boy learns about the soccer team tryouts at school. He’s never played soccer before and is embarrassed to try out. Maybe the setting starts at school where the kids find out about the tryouts and then it moves to outside.
INDEPENDENT WRITING
Students add events, challenges, and solutions 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 take another look at our planning notes. Are you satisfied with what we have so far? Who’d like to share an idea for making a change or adding to the story elements?

*Maybe the boy says he doesn’t want to try out because he doesn’t like soccer. Then his friend tells him that soccer is fun and suggests that they practice together in his backyard after school. I think the boy’s name is Todd or maybe Kuan.*

Draft an outline on chart paper or a whiteboard using the model listed in the margin. Use the planning chart to encourage students’ drafting, as you write.

Let’s think together about drafting sentences for our story that expands on our notes and ideas. As we write, we want to be sure to describe the characters’ thoughts, actions, and feelings with enough details. Who has a good idea for an opening?

*How about, “When soccer tryouts were announced at school, Kuan pretended that he didn’t like soccer.”*

Do we all think that works? I’ll write it on our chart.

INDEPENDENT WRITING
Students draft their narrative texts.
Shared Writing

Performance Task: Narrative

**DAY 13 REVISING**

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

- The revising step of the writing process gives us a chance to improve our writing. Remember how I read my text aloud to see if the story events made sense and the details were clear? Let’s read our draft out loud together. Raise your hand if you find a place where a change may be needed, and I’ll mark it with a sticky note.

Review with students the places in the text that were marked for revising. Guide students to notice any actions that have not been described in enough detail to be understandable. Work with students to make appropriate revisions.

- Let’s have a look at the places you asked me to flag for revising:
  
  *Ben told Kuan he would teach him to play soccer. Every day after school the boys went to Ben’s house. They run in the backyard.*

  Please tell us what you think we should revise.

  *The verb run is not correct. It should be in the past tense like the other verbs.*

  That’s right. Remember that run is an irregular verb. Its past tense is not formed by adding -ed. Who can tell us the correct form of the past tense of run?

  *The past tense of run is ran.*

Help students craft a strong closing for their narrative.

- Several of you think we didn’t have a strong, satisfying ending here, and I agree. We just have Kuan thanking Ben for teaching him to play soccer. How can we improve our ending?

  *I like it when something exciting happens at the end. Maybe we can have Ben and Kuan playing in a soccer game. Kuan could score the winning goal.*

**INDEPENDENT WRITING**

Students revise the class draft narrative using the revising tips.

**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 pointers to guide students as they edit their draft together.
The editing step of the writing process is our last chance to make sure our narrative is in perfect shape. To begin, let’s check for spelling errors. Then we’ll check for proper punctuation and grammar. Who sees something we can edit?

I don’t think we spelled the word soccer correctly.

How can we check?

We can find the correct spelling in a dictionary.

Remember to use the editing pointers on this chart as a guide.

INDEPENDENT WRITING

Students edit their independent narratives using the editing pointers.

DAY 15 PUBLISHING AND PRESENTATION

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

We will start with a presentation of our class narrative. Then you’ll each have an opportunity to share your story with the class. I will also put your stories in our browsing box for you to read later. As we listen, think about our theme of the value of friendship and how people used that theme in their stories.

EDITING TIPS

• Reread to be sure your message is clear.
• Listen for your voice as you read the work.
• Check your conventions (spelling, grammar, punctuation, capitalization).
• Check your paragraphing.
• Reread once more.

PUBLISHING & PRESENTATION TIPS

1. Use a variety of digital tools, including a word processing program, so others can read your text easily.
2. Use relevant facts and descriptive details in your text.
3. Add audio recordings, drawings, or other visuals to add details to your text.
4. Speak in a clear loud voice and in complete sentences when presenting your text to others.
**Constructed Response: Collect Evidence**

Check off each question as you respond to it. Then fill in the organizer below with details and evidence you find in the stories.

- [ ] How are the lives of Yizum and Nkinki different? (RL.2.2)
- [ ] How are the lives of the Town Mouse and the Country Mouse different? (RL.2.2)
- [ ] What happens in the poem “New Neighbors” to make the speaker say José will be his friend? (RL.2.1)
- [ ] How did Nora help Greg? (RL.2.1)

<table>
<thead>
<tr>
<th>Character</th>
<th>Evidence</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: __________

© Mondo Publishing
Name ___________________________________ Date ____________

**Constructed Response: Write to Source**

**What to Do**

- Read the question carefully.
- 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.
- Reread your work to revise and edit.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________


Score: ____________
Name ___________________________ Date __________

**Syllables**

Write the word divided into syllables. Then write the number of syllables in each word.

1. happy ___________________________   __________
2. pencil ___________________________   __________
3. ribbon ___________________________   __________
4. hurry ___________________________   __________
5. corner ___________________________   __________
6. pillow ___________________________   __________
7. market ___________________________   __________
8. mitten ___________________________   __________
9. rubber ___________________________   __________
10. silver ___________________________   __________

Write a sentence using several words with two syllables.

____________________________________

____________________________________

Score: __________
Homographs

Choose a homograph from the box that fits both clues. Write the word on the line.

<table>
<thead>
<tr>
<th>dove</th>
<th>date</th>
<th>bat</th>
<th>bowl</th>
<th>jam</th>
<th>desert</th>
<th>tear</th>
<th>minute</th>
</tr>
</thead>
</table>

- ________________
  go away
  dry, sandy area

- ________________
  a bird
  went in headfirst

- ________________
  a flying animal
  a stick used in baseball

- ________________
  play a game with pins
  a round dish

- ________________
  press or squeeze together
  a kind of fruit mixture

- ________________
  the same as sixty seconds
  very small

- ________________
  drop of water from the eye
  to rip something

- ________________
  a kind of food
  a number on a calendar

Score: __________
Inflectional Endings (Adding -ed, -ing)

Add the endings -ed and -ing to each word. Write the new words on the lines. Remember to drop the final e before adding the endings.

1. like  ____________________________  ____________________________
2. move  ____________________________  ____________________________
3. joke  ____________________________  ____________________________
4. race  ____________________________  ____________________________
5. rake  ____________________________  ____________________________
6. face  ____________________________  ____________________________
7. taste  ____________________________  ____________________________
8. skate  ____________________________  ____________________________
9. pile  ____________________________  ____________________________
10. rope  ____________________________  ____________________________

Write a sentence using one of the words with an ending.

________________________________________________________________________
________________________________________________________________________

Score: _____________
Contractions

Read each pair of words. Then write the contraction you can form with each pair of words on the line that follows.

1. you will  __________________  2. is not  __________________
   she will  __________________  did not  __________________
   he will  __________________  cannot  __________________
   they will  __________________  do not  __________________
   I will  __________________  would not  __________________

3. they have  __________________  4. he would  __________________
   you have  __________________  she would  __________________
   I have  __________________  I would  __________________
   it has  __________________  they would  __________________

5. we are  __________________  6. I am  __________________
   they are  __________________  let us  __________________

Write a sentence using one of the contractions.

________________________________________________________________________
Planning Organizer

Fill in each box below as you plan your narrative.

Characters

Setting

Problem or Challenge