

Classroom Supplement and Lesson Plans

GRADE 2

Teacher's Manual

Compiled by
Carla Perez, MA Ed.

Incorporating the Methods of
The Blended Sound-Sight Program of Learning
by Anna Ingham, C.M.
Teaching Writing: Structure and Style
by Andrew Pudewa

First Edition, January 2015
Institute for Excellence in Writing, L.L.C.

These are Sample Pages for preview only. Copyrighted Materials.

CONTENTS

Introduction

- How to Use 5
- Teaching Materials 7
- A Message from the Author 9
- Foundations of Structure and Style 11
- Teaching Writing: Structure and Style 13
- Preparing the Teacher 17
- Preparing the Classroom 19
- Preparing the Students 21
- Introduction to Primary Level Writing 23

Pacing Charts

- Pacing Chart: Grade 2 26

Lesson Plans

- Introduction to Pre-Writing 29
- Lesson Plans: Weeks 1-2 33
- Introduction to Unit 1: Note Making and Outlines 49
- Lesson Plans: Weeks 3-5 51
- Introduction to Unit 2: Writing from Notes 75
- Lesson Plans: Weeks 6-12 77
- Introduction to Unit 3: Retelling Narrative Stories 133
- Lesson Plans: Weeks 13-18 137
- Introduction to Unit 4: Summarizing a Reference 185
- Lesson Plans: Weeks 19-24 187
- Introduction to Unit 5: Writing from Pictures 235
- Lesson Plans: Weeks 25-30 239
- Introduction to Unit 7: Inventive Writing 271

Appendices

1. What Are We Really Doing Here? 305
2. Primary Level Handwriting 307
3. The Letter Stories 315
4. Poetry as an Integrator 317
5. Introduction to Sound City 321
6. Foundational Concepts for the Classroom Teacher 325

HOW TO USE

The *Classroom Supplement and Lesson Plans* are designed to help you create lesson plans to teach Structure and Style in your classroom. This book is organized as follows:

- The introduction contains the foundational material to prepare you to use Structure and Style in the classroom along with an introduction to primary level writing.
- The **Pacing Chart** provides the summary of the year's lessons.
- The lesson plans include a year of lesson plans referencing the student handouts, making it easy for you to incorporate Structure and Style in your classroom.
- The **Appendices** contain additional articles for you to reference to learn more about Structure and Style and to manage specific areas of lesson planning or teaching.
- **Blackline masters** of the student books required for this course are provided with this Teacher's Manual. See page 21 for how to prepare student notebooks. Binders and preprinted student materials are also available. See page 7 for details.

Quick Start Guide

step

1. Teacher Training

Attend a two-day *Teaching Writing: Structure and Style* seminar, or watch the DVD series. While it is not necessary to watch all fourteen hours before you begin, it is recommended.



Familiarize yourself with the *Teaching Writing: Structure and Style Seminar and Practicum Workbook*. Pay special attention to pages that give an overview of Structure and Style.

step

2. Preparation

Read through the introduction of this Teacher's Manual. Follow the instructions to prepare your classroom to facilitate teaching writing. Examine the pacing chart and lesson plans. Adjust them as needed to fit your schedule.



Prepare student materials as described on page 21.

During your first week of class, acquire a baseline writing sample from each of your students. This will help you gauge

the effectiveness of this method and will provide an artifact to verify progress to students, parents, and administrators. For your convenience there is a Baseline Writing Sheet included in the Student Writing Portfolio.

step

3. Teaching

Begin formal instruction using the lesson plans provided in this document. Continue through the lessons following the suggested course in the pacing chart.



Continue to merge the *Classroom Supplement* ideas with your yearlong plan. Be intentional. Establish a schedule. Commit to consistency.

Support

Join our classroom teacher's online support group. (Go to IEWSchools.com/forum and look for Full-Time Schoolteachers and Administrators.) Connect with your mentor or other classroom teachers who are implementing Structure and Style methods for support and encouragement.

TEACHING MATERIALS

Core Materials

Teaching Writing: Structure and Style

This seminar is the place to start. The DVD training can be watched (or re-watched) to prepare lessons, clarify ideas, or imitate instructional methods. The *Seminar and Practicum Workbook* contains the models and teaching methods for each structural unit.

IEWSchools.com/TWSS2-D

Classroom Supplement and Lesson Plans *(This is the resource you are now reading.)*

Specifically designed for the teachers who interact with their students five days a week, this supplement provides a one-year pacing guide and sample lesson plans to help the teacher utilize this program for the first time. Includes blackline masters of student notebook materials. IEWSchools.com/CS-P2

Helpful Teaching Tools

Flip Chart

The flip chart is a non-consumable set of full-color posters illustrating the poetry, models, and source texts used in this course.

IEWSchools.com/SWP-P2-F

Student Writing Portfolio Grade 2

To save time copying, order these printed pads along with the binder with ready-made tabs. (The blackline masters of this product are included in the *Classroom Supplement and Lesson Plans Grade 2*.)

- Binder: IEWSchools.com/SWP-P-B
- Printed pads: IEWSchools.com/SWP-P2-P
- Replacement blackline masters:

IEWSchools.com/SWP-P2-BL

Tools for Young Writers

This tri-folder comes with a set of stickers for students to use to build a writing tools folder containing grammar reminders and handy word lists.

IEWSchools.com/SWP-P-TL

Printing with Letter Stories

Instructions and handouts for remedial printing lessons. This program uses letter stories to effectively teach the sound and the shape of letters.

IEWSchools.com/PLS-BL

IEW Teachers Support (Chat) Group

This *free* online chat support group is designed to meet the needs of traditional five-day-a-week classroom teachers. At IEWSchools.com/forum click on the link for Full-Time Schoolteachers and Administrators.

Mentoring from the IEW Classroom Consultant

This is your means of continued support throughout your first year. In addition to our IEW Teachers support group (see above), mentoring provides extra email and phone support. This can be renewed annually if needed.

IEWSchools.com/CCM

PACING CHART: CLASSROOM SUPPLEMENT GRADE 2

WK	UNIT	POEM	FABLE AND CHARACTER TRAIT	SOURCE TEXT	TOOLS STICKER OR SECTION	LANGUAGE ACQUISITION		
						GRAMMAR/MECHANICS	PHONICS	WORD BANKS
1	PreW	Whole Duty of Children	The Dove and the Ant <i>Introduction</i>	What Is a Fable?	Verbs End Marks Contractions	verbs, synonyms capitals, end marks, contractions: wasn't	consonant-vowels, rhymes, <i>ue, to, ch, sh, wh, ay, y</i> at end of a 2-beat word	say run
2	PreW	For Want of a Nail	The Boy Who Cried Wolf <i>Consequences</i>	Aesop, the Master Storyteller	Nouns Capitals	nouns, verbs, capitalization rules, compound words	compound words, <i>or</i> . <i>Jail of, st, ai, er, tle, oe</i> 3 rd sound of <i>a</i>	compound words proper nouns horse connectors
3	Unit 1	True Growth	The Fox and the Grapes <i>Attitude and Disappointment</i>	The Tricky Fox	Preposition List Capitals Unit 1 Pronouns	class journal, prepositions, pronouns, antonyms	Magic <i>e, ore, ow, owl</i> , silent letters, <i>th</i> . <i>Jail again, ck,</i> <i>babysitters, ur</i> .	hate love
4	Unit 1	Hold Fast Your Dreams	The Ants and the Grasshopper <i>Determination, Goals</i>	Ants	Adverbs Alliteration Plurals	exclamation mark adverbs,	Open <i>o, ar</i> , Poker <i>e: ce, ea</i> in <i>dream, ee</i> , alliteration, <i>ere</i> . <i>Jail one</i> . Do Family jingle, <i>oo</i> in <i>too</i> , plurals.	go/went little big
5	Unit 1	The Warm of Heart	The City Mouse and the Country Mouse <i>Contentment</i>	Mice	Adjective Possessives	adjectives	Decorative <i>e</i> , Poker <i>e: ge</i> , No Job <i>e</i> and Horse jingle, <i>ou/ow</i> and Clown jingle, Open <i>e, ough</i>	-ack rhymes safe dangerous
6	Unit 2	Beauty	The Fox and the Stork <i>Doing unto Others</i>	Fox and the Stork	Unit 2 4-Point Check	Sort word banks. coordinating conjunctions reflexive pronouns	<i>ng, ea/ee</i> , sounds of <i>ear,</i> <i>ight/ite, wor, ir, ow</i> at the end of words	beautiful kind eat/ate unkind
7	Unit 2	Dust of Snow	The Fox and the Cheese <i>Flattery</i>	(The Tricky Fox) What a Fox Eats		review -ly adverbs	<i>ook, y</i> at end of one-beat word	the ___ fox the ___ crow eat/ate additions likes
8	Unit 2	The House of the Mouse	The Lion and the Mouse <i>Compassion</i>	(Mice) About Lions and Mice	DU: -ly Adverb	interjections homophones quotations	<i>oul, o, tle/dle, ee, ea</i> (long <i>e</i>), <i>ey</i>	eat/ate additions help
9	Unit 2	Fuzzy Wuzzy	The Caterpillar <i>Growth and Change</i>	(Ants) Caterpillars		titles capitalization in titles	Count syllables. alliteration, <i>ar/er</i> , color words, <i>ou/ow, au/aw</i>	the ___ ants a lot
10	Unit 2	How Doth the Little Crocodile	The Donkey's Choice <i>Choosing Friends Wisely</i>	Donkeys		imposter -ly words Composition Checklist	plural: <i>s/es</i> , homophone: <i>pour</i> , third sound of <i>o</i> in <i>come</i>	bad good
11	Unit 2	I Can Be a Tiger	The Crow and the Peacocks <i>Being Yourself</i>	Peacocks	DU: w-w Clause	suffixes: <i>ed</i> contractions: <i>can't</i> <i>mustn't</i> Checklist: <i>-ly</i>	<i>ew, oo/ew</i> jingle, Consonants Which Talk the Loudest: <i>en, ph</i>	beautiful
12	Unit 2	Some One	The Lion and the Elephants <i>Facing Fear</i>	Elephant Fears		contraction: <i>I'm</i> Checklist: <i>-ly</i>	<i>su=sh</i> , sound words	afraid
13	Unit 3	After the Party	The Dog and His Shadow <i>Temperance or Greed</i>	The Dog and His Shadow		contractions: <i>isn't,</i> <i>doesn't, he's, there's, he'll</i> Checklist: <i>-ly</i>	<i>are/air, gu</i>	see/saw
14	Unit 3	The Eagle	The Eagle and the Jackdaw <i>Pride</i>	The Eagle and the Jackdaw	DU: Strong Verb	Checklist: <i>-ly, w-w</i>		thought
15	Unit 3	The Yak	How Man and Fire Became Friends <i>Serving Others</i>	How Man and Fire Became Friends		Checklist: <i>-ly, w-w</i>	Foreign Word Café, <i>ie, friend</i>	cried
16	Unit 3	The Vulture	The Lion and the Boar <i>Greed and Self-Control</i>	The Lion and the Boar (Variation of Plot)		comparative and superlative adjectives Checklist: <i>-ly, w-w</i>	<i>Jail eyes</i> . contraction: <i>that's, err/arr, eir</i>	argued fought very

WK	UNIT	POEM	FABLE AND CHARACTER TRAIT	SOURCE TEXT	TOOLS STICKER OR SECTION	LANGUAGE ACQUISITION		
						GRAMMAR/MECHANICS	PHONICS	WORD BANKS
17	Unit 3	The Ingenious Little Old Man	Fox and the Goat <i>Wisdom and Creativity</i>	Fox and the Goat	DU: Because Clause	Checklist: -ly, w-w, str. vb.	its/it's	foolish crafty
18	Unit 3	Days	The Crow and the Pitcher <i>Imagination and Creativity</i>	The Crow and the Pitcher		Checklist: -ly, w-w, str. vb.	■ ■ ■	hot cold fly/flew
19	Unit 4	Fog	The Tiger and the Hunter <i>Quietness</i>	The Tiger Is a Hunter	Unit 4 Reports	topic/clinch rule Checklist: -ly, w-w, str. vb.	syllabication for spelling, or says er	the ___ tiger
20	Unit 4	My Shadow	The Monkey and the Camel <i>Copying Others</i>	Helping Hands	DU: Quality Adjective	Checklist: -ly, w-w, str. vb., b/c		help additions the ___ monkey
21	Unit 4	The Chickens	The Bundle of Sticks <i>Unity</i>	Chickens		Checklist: -ly, w-w, str. vb., b/c	Jail said. suffix: -ful	have
22	Unit 4	Chanticleer	The Roosters and the Eagle <i>Pride and Winning Graciously</i>	Certainly a Rooster		Checklist: -ly, w-w, str. vb., b/c	Jail warn.	say/said
23	Unit 4	The Barnyard	The Little Red Hen <i>Gratitude</i>	Everyone Works on the Farm	DU: www.asia	Checklist: -ly, w-w, str. vb., b/c, qual. adj.		works grow
24	Unit 4	The Snowbird	The Lucky Dog <i>Contentment</i>	Man's Best Friend		Checklist: -ly, w-w, str. vb., b/c, qual. adj.		a dog can ___
25	Unit 5	The Secret	The Robin's Nest <i>Diligence</i>	Pictures: Bird and Nest		Checklist: -ly, w-w, str. vb., b/c, qual. adj.		made sat
26	Unit 5	Mr. Nobody	The Mischievous Dog <i>Mischief and Reputation</i>	Pictures: The Milkmaid (Story: The Milkmaid and Her Pail)		Checklist: -ly, w-w, str. vb., b/c, qual. adj.		walked cried
27	Unit 5	Godfrey Gordon Gustavus Gore	The Donkey and His Driver <i>Obedience</i>	Pictures: Man and Donkey		SO: #1 Subject SO: #2 Prepositional Checklist: -ly, w-w, str. vb., b/c, qual. adj., www.asia		stubborn
28	Unit 5	How Creatures Move	The Crab and His Teacher <i>Appreciating Differences</i>	Pictures: The Pied Piper		Checklist: -ly, w-w, str. vb., b/c, qual. adj., www.asia		kinds of music many call
29	Unit 7	Stopping by Woods on a Snowy Evening	The Farmer and the King <i>Reflection and Gratitude for Being Who You Are</i>	Topic: Things We Know	Unit 7 What Do I Know?	Checklist: -ly, w-w, str. vb., b/c, qual. adj., www.asia		Things We Know
30	Unit 7	Sea Fever	The Shepherd and the Sea <i>Adventure Far Away</i>	Topic: Places for an Adventure		Checklist: -ly, w-w, str. vb., b/c, qual. adj., www.asia		Places for an Adventure
31	Unit 7	The Swing	The North Wind and the Sun <i>Adventure Near and Persuasion</i>	Topic: Fun at Home		SO: #3 -ly Adverb Checklist: -ly, w-w, str. vb., b/c, qual. adj., www.asia		Fun at Home
32	Unit 7	Persevere	The Tortoise and the Hare <i>Perseverance</i>	Topic: Tortoise and Hare		Checklist: -ly, w-w, str. vb., b/c, qual. adj., www.asia		persevere run/walk the ___ hare/ tortoise

INTRODUCTION TO UNIT 1: NOTE MAKING AND OUTLINES

This phase continues with modeling but transitions students into actual writing (copying). During this phase the structural units are explored orally while the teacher models writing. Students write or copy depending upon their ability.

Units 1 and 2 lay the foundation for the entire program. Unit 1 emphasizes language acquisition and word discrimination. Words are weighed, evaluated, and placed in a usable format called a Key Word Outline (KWO). By completing this unit, students also learn the value of well-chosen words. Unit 1 is illustrated on the **Flip Chart page 6**.

Teaching Writing: Structure and Style

To prepare to teach note making and outlines, watch the Unit 1 session of *Teaching Writing: Structure and Style*, and review the related pages of the *Seminar and Practicum Workbook*.

Goals of Unit 1: Students will

- Select key words from each sentence that the teacher will record in a basic outline format. This will help students to recall ideas from each sentence.
- Communicate the main idea of a source (retell) using key word outlines.
- Continue to expand vocabulary by adding to classroom word banks.

Teaching Procedure

1. Read and discuss.

- Initially, every lesson involves board demonstration and group participation.
- Read the entire passage to the class from the flip chart or handout. Invite students to read chorally with you.
- After reading the source text, ask questions for content understanding. The source texts are not intended to be read independently, but are chosen to enrich your students' vocabulary. A child's listening vocabulary is much larger than his reading vocabulary.
- If you wish to use content from your curriculum, simply switch the source text. The lesson plan and outlining procedure remain the same; only the text needs to change. Since the teacher is doing the reading, the reading level of the source text can be at your students' listening level. The key is to use short sentences.

UNIT 1


Note Making and Outlines

Name _____
Date _____

I. _____
1. _____
2. _____
3. _____
4. _____
5. _____

3 words max!

- Read.
- Look up.
- Speak.



6

Source Text

The Fox and the Stork
attributed to Aesop

A fox invited a stork to dinner. To play a trick, the fox served soup in a shallow dish. The fox easily ate the soup, but the stork could not get any into his long, pointed beak. A few days later, the stork invited the fox for a dinner. He served mincemeat in a tall jar with a narrow mouth. The stork easily ate from the jar. The fox could only get bits from the brim and left with an empty stomach. The fox learned this lesson: Do unto others as you would have them do unto you.

The Fox and the Stork

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Sample Outline

Fox and Stork

- I. fox, invited, stork
 1. trick, soup, shallow
 2. fox, ate, stork, ø
 3. later, stork, invited, F
 4. mincemeat, tall, jar
 5. stork, easily, ate
 6. fox, bits, brim
 7. do, unto, others

2. Key Word Outline

- Create a key word outline template on the board or on large poster paper. Count the number of sentences in the source, and prepare that many lines for the outline.
- Chorally read/recite one sentence at a time choosing two or three key words or synonyms from each sentence. Chorally reading/reciting and then writing keeps the students actively engaged in the process. Students help to determine which words in each sentence are the key words.
- As the class chooses two to three key words or synonyms from the sentence, the teacher records the words on the outline template. In this simple outline format, one note (consisting of two or three words) is taken from each sentence in the paragraph.
- The first line uses a Roman numeral, while the remaining lines use Arabic numerals. Later, the Roman numeral will indicate topic. It is important to keep the outline format the same as that taught in *Teaching Writing: Structure and Style*. Continuity from year to year is vital for success.

3. Test outline by retelling.

- Once the outline is complete, the teacher guides the students to tell back the information from the KWO (oral). The goal is not repeating verbatim or memorizing the source text. Students are encouraged to use their own words, sentences, and ideas.
- To help students recreate the sentence, point to the key words needed. Once students get the idea, the teacher can stop pointing.
- If students struggle to create a sentence, the outline should be changed at this time to assist students with sentence construction.

4. Copy Work

- Student handouts provide copy work related to the poetry or source text. The goal, not the requirement, is to finish in the time allotted.

Reminders

- Continue to model the writing process:
 - Read source text.
 - Discuss meaning.
 - Chorally read/recite, and choose key words.
 - Teacher records outline.
 - Students retell from outline.
- At this level, all of the work is modeled orally with the teacher writing on the board or large poster paper.
- Student handouts provide copy work to practice handwriting. Students may also illustrate the source text.
- Feel free to introduce Unit 2 to advanced students, so they can move ahead while the rest practice Unit 1.
- There are three strands to our methodology: structure, style, and you. You are integral for success. Have fun!

CS-P2: Unit 1 Note Making and Outlines

Week 3

Phase 2: Working with Words

Assignment: Oral

Character Traits: Attitude
(Dealing with Disappointment)

Objectives. Student will be able to

- participate in choral reading and reciting
- practice handwriting and copy work
- explore basic parts of speech
- create a key word outline
- identify story elements
- retell content from the outline

	DAILY LESSONS	Flip Charts and Student Handouts
Day 1	<p>Poetry Introduce “True Growth.” Read and discuss poem. Explore unfamiliar words. Discuss past disappointments and reactions. Assign SH 3.1.</p> <p>Phonics Listen for rhymes in the poem: <i>hate/gate, more/door</i>. Teach Magic e; add to Sound City. Add <i>ore</i> to Sound City.</p> <p>Gram. Begin class journal about the poetry discussion. Stress capitalization, spacing, and end marks as you write.</p> <p>Writing Assign copy work (SH 3.2).</p>	<p>Flip Chart p. 5: True Growth SH 3.1 Poetry Take-Home Page</p> <p>Flip Chart p. 3: Printing Reminders SH 3.2 Copy Work</p>
Day 2	<p>Poetry Read with expression. Story or Statement? What does “turn to the unknown field beyond the gate” mean? Choral reading.</p> <p>Phonics <i>ow</i> in <i>grow/unknown. ow</i> in <i>down</i>. Silent <i>k</i> in <i>unknown</i>. Add to Sound City.</p> <p>Gram. Introduce prepositions (see list in <i>Tools</i>); find in poem. Add sentences with prepositional phrases to the class journal.</p> <p>Story Review information about Aesop. Read “The Fox and the Grapes” (SH 3.3). Discuss story elements. Illustrate if desired. Save story in <i>Tools</i> folder.</p> <p>Writing Assign copy work (SH 3.4).</p>	<p>Flip Chart p. 5: True Growth SH 3.3 The Fox and the Grapes*</p> <p>Tools: Preposition List</p> <p>Flip Chart p. 3: Printing Reminders SH 3.4 Copy Work</p>
Day 3	<p>Poetry Read and memorize. What does it mean to “never look back again to the bolted door?”</p> <p>Phonics <i>th</i> in <i>strength</i> and <i>the</i>. Add to Sound City. Send <i>again</i> to jail.</p> <p>Gram. Review nouns, verbs, and prepositions. Review synonyms. Word Bank: <i>hate</i>. Add to class journal sentences about things students dislike. Use the synonyms in the word bank.</p> <p>Story Reread “The Fox and the Grapes.” How did the fox deal with disappointment? Was his response good or bad? Why?</p> <p>Writing Read and discuss “The Tricky Fox” (SH 3.5). Introduce Unit 1 (Flip Chart p. 6). Count sentences. Create key word outline (SH 3.6). Add Unit 1 Sticker to <i>Tools</i> folder.</p>	<p>Flip Chart p. 5: True Growth</p> <p>Tools: Capitals Sticker</p> <p>SH 3.5 The Tricky Fox*</p> <p>Flip Chart p. 6: Unit 1 SH 3.6 Key Word Outline*</p> <p>Tools: Unit 1 Sticker</p>
Day 4	<p>Poetry Read and memorize. Revisit disappointments. Now that students are “more mature,” would they respond differently?</p> <p>Phonics Tour Sound City. <i>oo</i> in <i>look. ck</i> in <i>back</i>. Add to Sound City.</p> <p>Gram. Introduce pronouns (it). Add Pronouns sticker to <i>Tools</i> folder. Introduce antonyms. Brainstorm antonyms for <i>hate (love)</i>, and create Word Bank. Add to class journal sentences about what students like or love. Stress mechanics.</p> <p>Writing Use outline (SH 3.6) to retell content of paragraph. Have students retell to a partner. Assign copy work (SH 3.7)</p>	<p>Flip Chart p. 5: True Growth</p> <p>Tools: Pronouns Sticker</p> <p>SH 3.7 Copy Work</p>
Day 5	<p>Poetry Recite as class and individually. Celebrate those who have memorized it. Assign SH 3.8. File behind Poetry Portfolio Pages tab.</p> <p>Phonics Visit Sound City. <i>al</i> in <i>all</i> (babysitters) and <i>ur</i> in <i>turn</i> (add to R Street).</p> <p>Gram. Review nouns, verbs, and prepositions. Add to class journal.</p> <p>Writing Retell “The Tricky Fox” from outline. Illustrate the outline. Assemble and submit.</p>	<p>Flip Chart p. 5: True Growth SH 3.8 Poetry Portfolio Page*</p>

Handouts marked with an * should be placed in the students’ Student Writing Portfolio when complete. Additional details for teaching these lessons can be found on the following pages.

Additional Lesson Extensions

- Literature:** *Horton Hatches the Egg* by Dr. Seuss. *Strega Nona* by Tomie dePaola. *I Just Forgot* by Mercer Mayer, *Brave Irene* by William Steig.
- Art:** Drawing of a boy tending sheep. Picture of sheep with cotton balls glued on.
- Science:** Animal behavior for sheep and wolves.
- Social Studies:** Shepherding: Value of sheep. Terms relating to keeping sheep (lamb, ewe, ram, shepherd, sheepfold, etc.)
- Math:** Counting sheep. Counting up to 50. Counting by 2s, 5s, and 10s.
- PE:** The Shepherd, Sheep, and Wolves Freeze Tag. One student is a shepherd, two students are wolves, and the rest are sheep. When tagged by a wolf, the sheep are frozen. Only the shepherd can tag a sheep to unfreeze him.

© Institute for Excellence in Writing. All Rights Reserved.

These are Sample Pages for preview only. Copyrighted Materials.

POEM

True Growth

by Elizabeth Jane Coatsworth

The plant cut down
to the root does not hate.
It uses all of its strength
to grow once more.

Turn, child,
to the unknown field
beyond the gate.
Never look back again
to the bolted door.

STORY

The Fox and the Grapes

attributed to Aesop

A hungry fox came into the vineyard one warm autumn day. The vines were full of juicy grapes. The fox's mouth began to water. Unfortunately, the vines hung from trellises far above his head. He jumped and jumped but could not reach them. In defeat and disappointment he whined, "Let someone else have them. They are probably sour anyway."
Moral: It is easy to despise what you cannot get.

UNIT 1 SOURCE TEXT

The Tricky Fox

Many of Aesop's fables have a fox. He has a red coat, pointed ears, and a long tail. The fox is clever and sneaky. He likes to play tricks on other animals. Not everyone thinks his tricks are funny. Sometimes other animals try to trick the fox. He does not like it when the trick is on him.

Introduction: Circumstances do not produce feelings; attitude does. This week’s poetry and story will provide opportunity to discuss how to deal with disappointment.

Week 3: Day 1

Poetry: “True Growth”

- Read and discuss the poem (*Flip Chart* page 5).
- Explore unfamiliar words.
- Discuss being hurt or disappointed. Ask: How do we often react? How should we react?
- Assign coloring of **Student Handout 3.1**.

Phonics

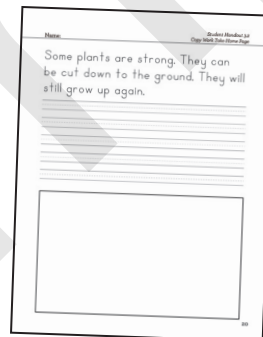
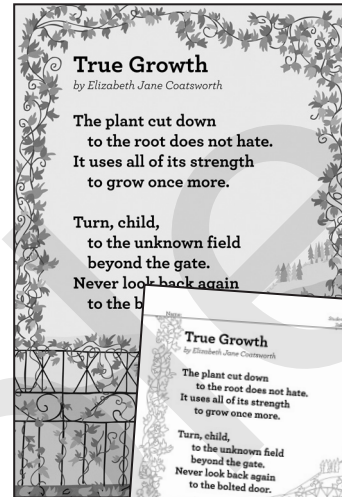
- Listen for rhymes: *hate/gate, more/door*.
- Teach the Magic e rule. Add to the Senior Retreat in Sound City.
- Add *ore* to R Street in Sound City.

Grammar/Mechanics

- Begin a class journal. Use a large sheet of paper, and place the date at the top. Have students help you compose sentences about some of the ways students have been hurt or disappointed and how we react.
- As you write, stress capitalization, spacing, and end marks.

Writing

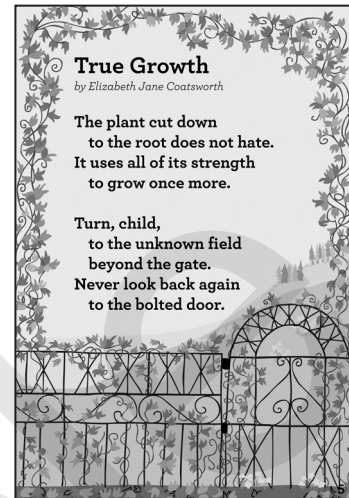
- Assign copy work. (**Student Handout 3.2**)



Week 3: Day 2

Poetry: “True Growth”

- Read with expression (*Flip Chart page 5*).
- Ask: Does this poem tell a story or just give a statement? (statement)
- Ask: What does it mean to “turn to the unknown field beyond the gate?” Is it talking about an actual gate or something else?
- Invite students to read the poem with you (choral reading).



Phonics

- In the poem, underline *ow* in *grow*, and *unknown*. *ow* often says |ō| at the end of words, as in *know*. Add *ow* to O Street.
- Notice that the *ow* in *down* has a different sound. Add *ow!* to Leftover Alley.
- Discuss the silent *k* in *unknown*. Add a library to Sound City for the silent consonants to visit.

Grammar/Mechanics

- Introduce prepositions. Refer to the **Preposition list** on the Tools folder. Help students find the prepositional phrases in the poem: *to the root*, *to the unknown field*, *beyond the gate*, *to the bolted door*. Notice how the prepositions tell the position of something relative to something else.
- Add to class journal. Write several sentences describing where things are in the classroom: The clock is _____. The blue book sits _____. Tommy lays his paper _____. Sarah threw the ball _____. Continue to stress capitalization, spacing, and end marks.

Prepositions		
behind	except	opposite
below	for	out
beneath	from	outside

Story Elements

- Review information about Aesop from last week’s source text.
- Read the story “The Fox and the Grapes” (**Student Handout 3.3**).
- Discuss story elements, asking questions from the Story Sequence Chart:
 - Characters and Setting: Who-What-When-Where
 - Plot or Problem: What do they need or want? What think? What say?
 - Climax and Resolution: How is the need resolved? What happens after? What is the message or lesson?
- Students may illustrate the story if there is time.
- Have students store the handout in their Tools folder.



Writing

- Assign copy work (**Student Handout 3.4**).
- This is the last day that the Printing Reminders poster will be listed. However, keep continue to display and review it as long as needed.

INTRODUCTION TO UNIT 4

SUMMARIZING A REFERENCE

Unit 4 begins the process of writing a simple report from a single reference. Students will explore the idea of topic and limit the information they choose from a source text to what is interesting or important to them.

Teaching Writing: Structure and Style

To prepare to teach summarizing a reference, watch the Unit 4 session of *Teaching Writing: Structure and Style*, and review the related pages of the *Seminar and Practicum Workbook*.

Goals: Students will

- Learn to limit information to a single topic, choosing what is interesting or important.
- Create outlines on a single topic, choosing details from facts, not sentences.
- Summarize a topical paragraph using the outline.
- Learn and employ the Topic/Clincher rule: The topic sentence and the clincher sentence must repeat or reflect two to three key words. Students may repeat the topic sentence exactly. Others may choose a synonym for their rewrite.
- Know that each paragraph has a purpose.

Teaching Procedure

Unit 4 builds on Units 1–3 by teaching students to discern what information to choose from a single reference to use when writing a report. Students will explore the idea of topic and limit the information they choose from a source text to what is interesting or important to them.

1. Read and discuss.

- Initially, the teacher chooses the topic for the students by providing a source text that contains one topic with ten or more details. Animals are the easiest subject to start with.
- Read the source text and discuss the content. Determine the overall topic (tigers, elephants, etc.) and what specific thing about the subject is being expressed (kinds, diet, habitat, etc.)
- Write those topic words next to the Roman numeral on the outline.

2. Key Word Outline.

- Stress the need to limit details. Under the Roman numeral, write the numbers one to five or six. Stress the need to limit the number of details that can be taken from the source text.
- Reread the source text, and take notes from facts, not sentences. Thus, two lines of details could come from a single sentence.
- Continue to limit students to three key words per line, but symbols, numbers, and abbreviations are free.

UNIT 4
Summarizing a Reference

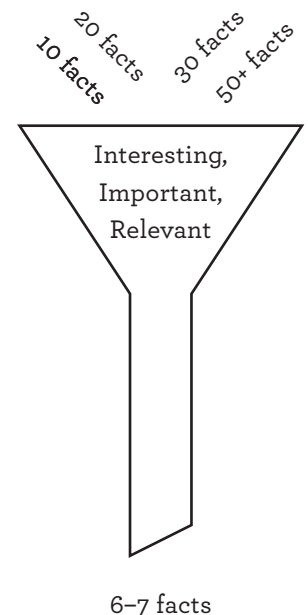
- Key words from facts.
- Choose 4–7 details.
- 3 words max.
- 1 topic per ¶.

Topic-Clincher Rule

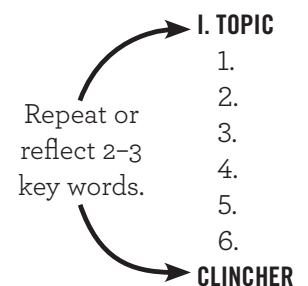
I. TOPIC
1.
2.
3.
4.
5.
6.
CLINCHER

Repeat or reflect 2–3 key words.

IEW 26



Topic-Clincher Rule



3. Teach the Topic/Clincher rule.

- The topic sentence and the clincher sentence must repeat or reflect two to three key words.
- Write the word clincher below the last detail. For primary level students it helps to rewrite the words in the topic line for the clincher.

4. Test outline by retelling.

5. Continue to introduce stylistic techniques.

- Model stylistic techniques as quickly or slowly as needed for your students. Pacing of the stylistic techniques is dependent upon student age and aptitude. Adjust the checklist for each student. Remember, the style list should be Easy + 1.
- Review previously introduced techniques before introducing the new ones.
- Introduce a new stylistic technique when mastery of previous stylistic techniques is evident.
- Continue to use and build Word Banks. Use the Tools folder.
- Discuss -ly adverbs, descriptive adjectives, and strong verbs that create feeling or give character to the people or things in the source texts. Give vocabulary ideas and options during group outlining and retelling.
- Write suggestions on the board in complete sentences. Modeling is crucial.

5. Model writing.

- Invite students to retell the paragraph from the outline while the teacher writes the paragraph on the board or a large sheet of paper. Students may then copy the class paragraph or write their own.
- For the clincher sentence, students may simply repeat the first sentence at the end. As the

process becomes easier, students may use synonyms for some of the words (reflect).

- Continue to model writing a paragraph from the outline as long as needed. Permit students to move to independence at their own pace. Assist those who still need help for as long as they need it. You cannot help too much.

6. Revise and edit.

- Continue to model how to check writing by using the composition checklist and by reading the work aloud to a partner to listen for mistakes.
- When students complete their rough draft and have finished their own editing, take a few minutes to read it through and make additional corrections as needed. Hand it back with a smile and say, "Great job. Write it up!" Note the mistakes each student makes, and plan mini-lessons with selected students to work on those problem areas.

7. Final Draft

- In Unit 3 the length of the story may have hindered students from completing a final draft. Now that the final product is a single paragraph, students should be able to write a rough draft, revise and edit, and complete a final draft.
- At the end of each week, invite students to present their work. Celebrate each one!
- Use the submitted work to continue to assess each student's needs and plan mini-lessons accordingly.
- Advanced students may be challenged to write out the poem from memory each week, giving the teacher time to help the other students who need it.

Reminders

- Continue to model the writing process. Help students as long as they need help. Do not push them to independence too soon.
- If students desire to write their own sentences, praise them! However, if their choices are moving off topic, reteach the Unit 4 concept. The concept of topical paragraphs may take a long time to sink in.
- If your advanced students want to do more writing, invite them to continue to write stories using a fable as a source text.
- Remember, there are three strands to our methodology: structure, style, and you. You are integral for success.
- Have fun!

CS-P2: Unit 4 Summarizing a Reference

Week 19

Phase 3: Structure and Style

Assignment: Written

Character Traits: Quietness

Objectives. Student will be able to

- participate in choral reading and reciting
- discuss a story using the Story Sequence Chart
- create a key word outline, limiting facts
- write a paragraph on a single topic
- follow the topic clincher rule
- use dress-ups: -ly adverb, who-which, strong verb
- edit and revise a composition
- use proper grammar and punctuation

DAILY LESSONS		Flip Charts and Student Handouts
Day 1	<p>Poetry Introduce “Fog.” Read poem; discuss unfamiliar words. Discuss how a brain can be foggy or clear. Assign SH 19.1.</p> <p>Phonics Observe lack of rhymes. Discuss imagery, personification, metaphor.</p> <p>Story Read “The Tiger and the Hunter” (SH 19.2). Discuss story elements.</p> <p>Gram. Review adjectives. Brainstorm adjectives for the tiger: the ___ tiger.</p> <p>Writing Brainstorm topics about tigers. Read and discuss “A Tiger Is a Hunter” (SH 19.3). Review Units 1 and 2. Introduce Unit 4. Mark interesting details in source text. Limit to five or six marks.</p>	<p>Flip Chart p. 25: Fog</p> <p>SH 19.1 Poetry Take-Home Page</p> <p>SH 19.2 The Tiger and the Hunter*</p> <p>SH 19.3 A Tiger Is a Hunter*</p> <p>Flip Chart p. 26: Unit 4</p>
Day 2	<p>Poetry Read with expression. Story or Statement? Prove it. Choral reading.</p> <p>Phonics Spelling: <i>comes, some, done</i>; review No Job e. Sound of o in <i>moves</i>. Do Family jingle.</p> <p>Gram. Brainstorm -ly adverbs: ___ly stalks, ___ly jumps.</p> <p>Writing Review details. Distribute paper for outline (SH 19.4). Discuss topic. Create outline. Teach Topic/Clincher rule. Add Unit 4 Sticker to <i>Tools</i>. Complete outline.</p>	<p>Flip Chart p. 25: Fog</p> <p>Flip Chart p. 26: Unit 4</p> <p>SH 19.4 Key Word Outline*</p> <p>Tools: Unit 4 Sticker</p>
Day 3	<p>Poetry Read and memorize.</p> <p>Phonics Syllable e in <i>little</i>. Squeally e’s in <i>feet</i>.</p> <p>Gram. Review dress-ups. Strengthen verbs add adjectives to outline. Brainstorm who-which clauses. Homophones: <i>prey/pray</i>.</p> <p>Writing Retell paragraph from outline. Write rough draft using SH 19.5.</p>	<p>Flip Chart p. 25: Fog</p> <p>Flip Chart p. 26: Unit 4</p> <p>SH 19.5 Rough Draft*</p>
Day 4	<p>Poetry Read and memorize.</p> <p>Phonics Count syllables; discuss how they apply to spelling: <i>little, looking, silent</i>.</p> <p>Gram. Distribute and review use of composition checklist (SH 19.6). Brainstorm because clauses. Have students share dress-up examples from their stories. Model how to check and revise class paragraph. Add and underline dress-ups.</p> <p>Writing Revisit clincher and title rules. Add title to class paragraph. Students finish revising rough draft, check, and begin final draft (SH 19.7).</p>	<p>Flip Chart p. 25: Fog</p> <p>Flip Chart p. 26: Unit 4</p> <p>SH 19.6 Composition Checklist*</p> <p>SH 19.7 Final Draft*</p>
Day 5	<p>Poetry Recite as class and individually. Celebrate those who have memorized it. Assign SH 19.8. File behind Poetry Portfolio Pages tab.</p> <p>Phonics Review er jingle. Discuss or says er at the end of some words: <i>harbor. au</i> in <i>haunches</i>; plural.</p> <p>Gram. Review how to check a final draft using the checklist and reading aloud to a partner.</p> <p>Writing Students check their final draft. Illustrate. Present student stories. Assemble and submit.</p>	<p>Flip Chart p. 25: Fog</p> <p>SH 19.8 Poetry Portfolio Page*</p>

Handouts marked with an * should be placed in the students’ Student Writing Portfolio when complete. Additional details for teaching these lessons can be found on the following pages.

Additional Lesson Extensions

- Literature:** *Whistle for Willy* by Ezra Jack Keats, “The Interrupters” in *Mrs. Piggle-Wiggle’s Magic* by Betty MacDonald. *Horton Hears a Who* by Dr. Seuss, *Mommies Say Shhh!* by Patricia Polacco.
- Art:** Make a tiger mask from a paper plate.
- Science:** Discuss temperatures at which water freezes or boils. Create a fog chamber: Place water in the bottom of a large jar. Place a bag of ice on the lid of the jar. Gently place the jar on a stove or hot place. As the water begins to evaporate, the steam rises to the top of the jar but begins to condense as it reaches the lid. (Teacher should run the experiment ahead of time.)
- Social Studies:** Study cities known for their fog. Note those cities are near large bodies of water. What causes the fog? (cooling and heating of the air near the water)
- Math:** Learn to read a thermometer. Record daily temperatures and conditions on a weather chart.
- PE:** What time is it, Mr. Hunter? (played the same as What time is it, Mr. Fox?) Objective: Students sneak as close to the hunter as possible; then the hunter turns to chase them.

POEM

Fog

by Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

STORY

The Tiger and the Hunter

attributed to Aesop

A hunter was so skilled that he killed many wild animals that lived in his woods. The rest of the animals hid in fear. However, the tiger told the other animals that he alone would face the hunter. He said that he would stop the hunter from killing. As the tiger spoke to the animals, he snarled and showed his sharp teeth. Not far away, sneaking up from behind, the hunter stood up and shot an arrow at the tiger. The wild cat roared in pain and cried, "I was a fool! I should have respected the skill of my enemy."

Pride goes before a fall.

UNIT 4 SOURCE TEXT

A Tiger Is a Hunter

A tiger hunts for his food. Since the tiger likes to live alone, it must catch his own food. A tiger can eat forty pounds in one meal, but it only needs to eat that much once a week. It often eats less in one meal. The tiger hunts at night. With its sharp eyes it can see clearly in the dark. It can also hear even the smallest sound in the grass. Quietly, the tiger stalks an animal from behind. When the tiger is close, it can jump almost thirty feet to attack its prey. If the animal starts to escape, the tiger can run at almost fifty miles per hour to catch it. But the tiger cannot run that fast very long. The tiger uses his teeth, which are about three inches long, to hold onto its prey. It also uses his curved claws, which are almost four inches long. While the tiger is walking and stalking, it keeps his claws retracted. This keeps them sharp. The tiger is a fearsome hunter.

Introduction: This week is on quietness. The poem and story encourage discussion on being quiet at certain times. Fog moves quietly and so does a stalking tiger. Discuss times when it is important to be quiet and when it is okay to make noise.

Week 19: Day 1

Poetry: “Fog”

- Read and discuss the poem (*Flip Chart page 25*).
- Explore unfamiliar words. Discuss how some days your brain seems foggy, and other days your brain works well. Brainstorm some of the things that help a brain work better (sleep, food, activity).
- Assign **Student Handout 19.1**.

Phonics

- Ask: Where are the rhymes in this poem? If there are no rhymes, what makes it a poem?
- Discuss imagery, personification, and metaphor as they appear in the poem.

Story Elements

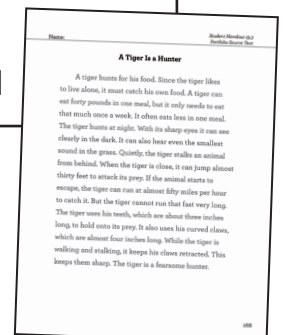
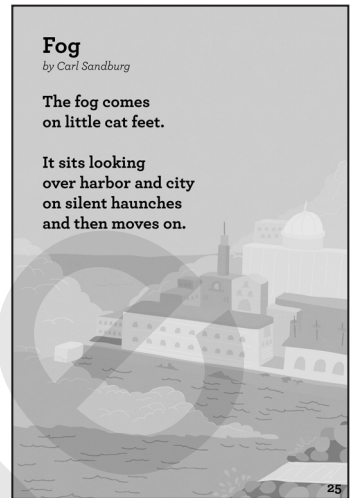
- Read the fable “The Tiger and the Hunter” (**Student Handout 19.2**).
- Determine the three parts of the story. Illustrate if desired.
- Advanced students may write out their retelling of the story if desired.
- Have students file the story behind the Source Texts tab of their *Student Writing Portfolio*.

Grammar/Mechanics

- Review adjectives and brainstorm adjectives related to the tiger. Create a Word Bank: the ___ tiger.

Writing

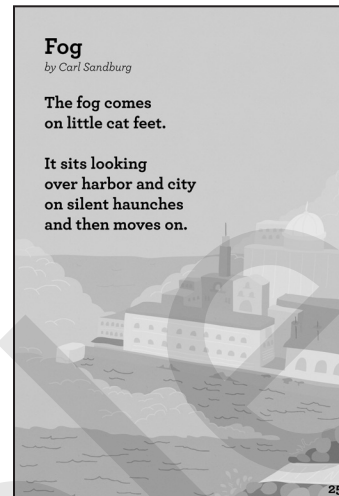
- Discuss possible things we could learn about tigers: the different kinds, what they look like, what they eat, where they live, how they hunt, etc.
- Read and discuss **Student Handout 19.3**, “A Tiger Is a Hunter.”
- Review Units 1 and 2 and how a source text was used to create an outline. Point out the number of sentences in this paragraph: too many to use!
- Introduce Unit 4 using *Flip Chart page 26*. Explain that when writing a report from a longer reference, we will not take notes from every sentence. Instead, we are going to limit the notes to just five or six details.
- Ask: How do we choose which details to write down? Discuss how to look for things that are interesting, important, or significant.
- Reread “A Tiger Is a Hunter” and as you go through, put tick marks in the margin next to facts that are interesting or important. Plan on making five to six marks.
- When done, count the number of marks. If there are less than five, choose more. If there are more than six, remove some.
- File the source text in the *Tools* folder for Day 2.



Week 19: Day 2

Poetry: “Fog”

- Read with expression (*Flip Chart page 25*).
- Ask: Does this poem tell a story, or is it a statement? (statement) Prove it.
- Invite students to read the poem with you (choral reading).



Phonics

- Review spelling of *comes* and words like it: *some, done*. Review the short-u sound of *o* and the No Job *e*.
- Discuss the |oo| sound of *o* in *moves*. Recite the Do Family jingle.

Grammar/Mechanics

- Brainstorm -ly adverbs describing how the tiger hunts: ___ly stalks, ___ly jumps.
- Make lists.

Writing

- Review the details chosen in “A Tiger Is a Hunter” article.
- Distribute paper for the key word outline (**Student Handout 19.4**), and write in the Roman numeral I and five Arabic numerals.
- Ask: What is this paragraph about? (tigers) Write *tigers* next to the Roman numeral in the outline.
- Ask: What about *tigers* does this paragraph tell us? (how he hunts or what he uses to hunt). Write *hunts* or *hunter* next to *tigers* in the first line of the outline.
- Choose details for the key word outline.
 - Use the marks made yesterday to focus on just five details about how tigers hunt. Write the details in key words on each line next to an Arabic number. If your class chose six details, add another number, but do not go beyond six.
 - Limit each line of the outline to three words. Two lines of detail may be created from one sentence.
 - Although symbols, numbers, and abbreviations are free, do not abuse them! A sample outline is at right, but yours may vary significantly.
- As a group, test the outline by retelling the content chosen from the outline. Revise the outline as needed.
- Revisit Unit 4 on *Flip Chart 26*, and focus on the bottom half.
 - Teach the rule: The topic sentence and the clincher sentence must repeat or reflect two to three key words.
- ◦ Add **Unit 4 Sticker** to the *Tools* folder.
- ◦ Explain that a clincher sentence makes the paragraph feel finished. Write the word clincher *below* the last line of detail.
 - To remind students to make this happen, rewrite the topic words next to the clincher. Have students copy the clincher words onto their outline.
- Have students store their source text and the outline in the *Tools* folder.

