

# THEMATIC UNIT

## Related to ELA Prototypes



Theme: **Freedom**

Suggested for: **Second Grade**

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## *~Thematic Units~*

Dear Colleagues:

The purpose of this project was to organize thematic units related to previously published MEAP ELA prototypes using best practices in reading and writing.

These were developed by, **real teachers**, just like you! We worked to make them teacher friendly for easy implementation in your classroom. Teachers from school districts across St. Clair County gathered the material. The units are a representation of what each group of teachers thought was important to your grade level and to the themes in the prototypes.

Every packet includes **THEME RELATED TEXT SETS**. These are titles that can be used in a variety of ways to develop a deeper understanding of themes. We have noted the **PAIRED TEXTS** (look for the #2) and **LISTENING TEXT** (#3) that are included in the prototypes. We also noted the title(s) we used for **FRAYER'S MODEL** (#1).

A **PROFUNDITY MATRIX** was developed for each set of paired texts in the prototype to help in identifying possible themes. The matrix also helps look across text to make cross text connections. Blank copies of this chart are included and can be used in your classroom to help students make connections between other texts.

**CROSS TEXT QUESTIONS** were written and answered to aid in responding to both the multiple choice questions and the provocative question given in the second writing piece of the ELA MEAP assessment.

Many packets include one or more **WRITING MODELS** for the second writing piece. We suggest you use these before or after student writing to exhibit a well written constructed response.

The **TEACHER SUGGESTION PAGE** is a personal response by the individuals involved in the project. Some contain anecdotes from the use of the material in their classrooms. Others contain a plethora of ideas to implement. We hope these help.

**OTHER ACTIVITIES** (#4) are poems, plays, articles, reader's theater presentations and related suggestions to further develop understanding of the themes.




It is our sincere hope these packets are useful to you and your students.

Happy reading and writing!

# Teacher Suggestion Page

## Freedom

Freedom will tie in well during the months of January and February because of Martin Luther King Jr. Day, Black History Month, and Lincoln's birthday. This prototype will also connect to the core democratic values, i.e. Liberty, Equality, and Justice.

-  Before doing the note taking for the listening selection the students should be familiar with the shapes that go with retelling. It may be helpful to make each shape a different color. Triangle-Red, Rectangle-Blue, and Circle-Yellow
-  It would be helpful to use the House Organizer before beginning the prototype. The kids must be shown how it is used before they should be expected to do it on their own.
-  Examples for most activities have been included. This does not mean that yours will look just like them. Students will come up with a lot more ideas and those ideas should replace the examples given.

# ELA Prototype Materials

- **Thematically Related Text**
- **Fruyer’s Model examples**
- **Writing from knowledge and experience using narrative strategies**
- **Profundity examples**
- **Cross Text Question examples**
- **Writing in Response to Reading example**

These materials were designed to provide examples of instructional approaches that will help you and your students prepare for the ELA assessment. The examples are all possible answers and are not to be considered the “right” answers. We wanted to provide examples of other teachers’ thinking through Fruyer’s Profundity and cross text questions to guide you through your own thinking.

The sequence of instruction would be to introduce the theme through using the Fruyer’s Model of concept attainment. Have students write from knowledge and experience. Think through each reading selection using the profundity scale creating a matrix by which cross text questions can be posed and answered. Examples and blank copies are provided to help you in planning instruction.

## Thematically Related Text Sets – Freedom 2<sup>nd</sup> Grade

### Code Key: Suggested Uses and Genres

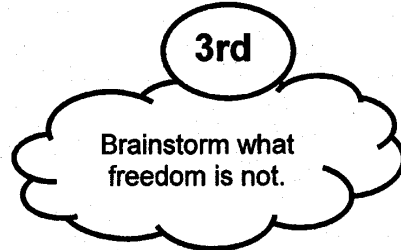
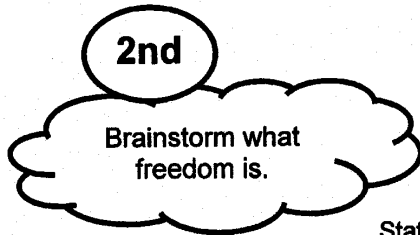
1 – Frayer’s Model    3 – Listening    F – Fiction    NF – Non-Fiction  
2 – Paired Text    4 – Other Lessons    P – Poetry    S – Songs

CODE	TITLE	AUTHOR	COMMENTS
1	My Brother Martin	Christine Farris	
1	Sweet Clara and the Freedom Quilt	Deborah Hopkinson	Retelling
2	Rosa Parks	Keith Brandt	Profundity/Writing
2	Follow the Drinking Gourd	Jeanette Winter	Profundity/Writing
3	The Secret to Freedom	Marcia Vaughan	Note taking
4	The Bus Ride	William Miller	Analyzing story/Retell
4	Under the Quilt of Night	Deborah Hopkinson	
4	Big Orange Splot	Daniel Pinkwater	
4	Making Words	Patricia Cunningham Dorothy Hall	Word relates to theme
4	The Pledge of Allegiance: The Story Behind Our Patriotic Promise	Liz Sonneborn	
4	Liberty!	Allan Drummond	
4	Freedom (United We Stand)	Amanda Rondeau	

# How to Use Frayer's Model to Develop Student Understanding of Themes

Freedom is...

Freedom is not...

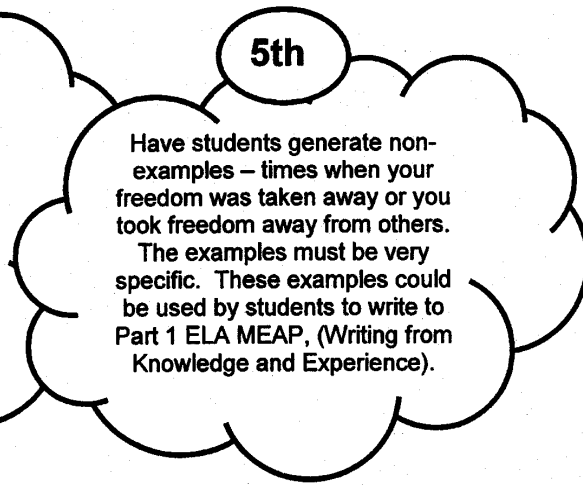
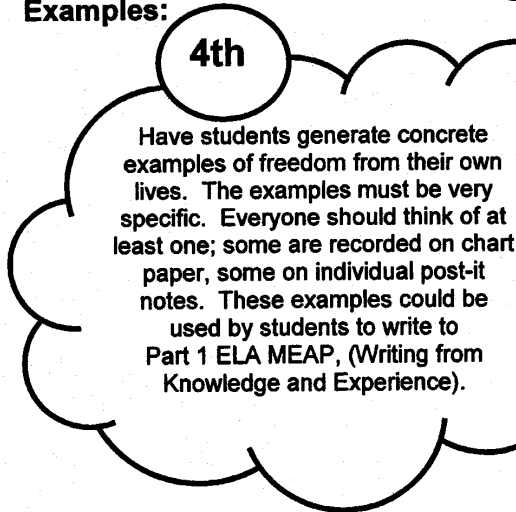


State theme in center oval



Examples:

Non-examples:



**6<sup>th</sup>** Read a book about "Freedom" that is not in the prototype. Have students listen for clear examples and non-examples of freedom. Use names and situations specific to the reading selection, when recording the examples.

**7<sup>th</sup>** Have students identify clear examples from the 1<sup>st</sup> reading selection to record on the chart.

**8<sup>th</sup>** Have students identify clear examples from the 2<sup>nd</sup> reading selection to record on the chart.

**9<sup>th</sup>** Have students listen for clear examples and non-examples of freedom during part three of the prototype to record on the chart.

**10<sup>th</sup>** Students who need help can use the clear examples from this chart when writing to Part II ELA MEAP. (Response to Reading).

# Example of Frayer's Model

## Freedom is...

Being treated equally  
Making your own choices  
Same opportunities  
Fairness  
Speaking out for what you believe in

## Freedom is not...

Inequality  
Suffering  
Being treated unfairly  
Being locked up  
Being limited to one thing

**FREEDOM**

## Examples:

Claire got to decide between two centers to go to and she picked her favorite one.

Dylan was able to go to the zoo with his sister because they were both being good.

The cold lunch kids could choose to sit with the hot lunch kids.

## Non examples:

The whole class had to put their heads down because Kaitlynn was talking.

David had to play baseball with Mike because nobody would let him play soccer.

We have assigned seats in the lunchroom.

...from *My Brother Martin*, by Christine Farris

## Examples:

Martin and Alfred played with the white boys across the street.

Martin spoke out about the dream he had of all people being treated the same.

The girls were running hand in hand when blacks were given equal rights.

## Non examples:

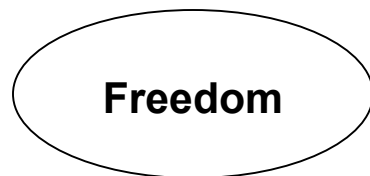
They had to buy their shoes in the back of the store because they were black.

Martin and Alfred were told they couldn't play with their friends anymore because of their color.

...as you continue through the prototype add examples from each of the reading and listening selections

**Freedom is...**

**Freedom is not...**



**Examples:**

**Non examples:**

## Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Dr. Elaine Weber, Barbara Nelson, and Ray Woods, the authors of *Profiles in Writing 2002*, have granted permission to us to offer you information from the book. These will help you instruct students in personal narratives.

These resources will provide you with:

- Description of the four qualities of writing the MEAP assessment used to evaluate student writing;
- A model for creating writing prompts;
- Examples of well written student papers;
- Attributes of writing that commonly appear at this grade level;
- Strategies used by narrative writers; and
- Examples of student papers with the narratives strategies highlighted.

# *attributes of* **writing**

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## **Note**

This year the Profiles Project has reorganized the attributes of writing to align with the 4-trait rubric most widely used by Profiles Network members:

### **Focus on Content and Ideas**

**Organization**

**Voice/Style,**

**and**

**Conventions.**

### **focus** on content

Focus refers to concentration on the content and ideas of the piece of writing and to the development of the content and major ideas with appropriate details, examples, etc.

### **organiza·tion**

Organization refers to the structure of a piece of writing with logical sequence; beginning, middle, and end; flow; cohesion, coherence, unity, effective leads; transitions and conclusions; sense of wholeness, etc.

### **Voice/style**

Voice refers to the writer's ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc.

### **con·ven·tion(s)**

Conventions refer to a writer's presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc.

# profiles prompt

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## Topic

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A Special Place

## Thinking About The Topic

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Do you have a favorite place that is important to you?

- Where or what is this place or space? (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.)
- What is it like there?
- What do you do there
- Why is it special to you?

## Writing About The Topic

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Write about a special place.

You might, for example, do one of the following:

- describe in detail a place that is important to you.
- or ■ tell what you like to do in your special place.
- or ■ tell why your special space is important to you.
- or ■ write about the topic in another way.

You may use examples from real life, from what you read or watch, or from your imagination.  
Your writing will be read by interested adults.

# grade two (A Special Place)

Are you a scard of  
hanted houses? Well to  
day yell hear about  
one. It all started last  
year october seventh.  
Me and my sister ther  
was a hanted house.  
At the middel school.  
my mom dropt me of  
we went into the  
adareum. And then I  
got to the entrens. I  
was nerves. I looked  
up ther was a sine it  
said deith is benth  
you. The door opend.  
I took a deep breth. I

took my first step  
and the door shout.  
The first thing I seen  
was smoke. When the  
smoke whent away. I  
seen a tomb. Some  
thing poped out it was  
a drakyata. It had blod  
on it. Then some body  
jumped up to me  
with a knife. I was  
scard to jellybeans!  
Then I went thron  
a cave and at the  
end ther was the  
ekit. Now you know  
abute hanted houses

## focus on content

- ✓ focuses on topic
- ✓ develops with specific details

## or gan i za tion

- ✓ includes a beginning, middle, and end
- ✓ beginning hooks the reader
- ✓ sequence – a clear timeline

## Voice/style

- ✓ voice evident
- ✓ uses different approach
- ✓ builds suspense
- ✓ includes creative metaphor – “scard to Jellybeans”
- ✓ uses powerful verbs

## con·ven·tion(s)

- ✓ mixes invented and standard spelling

# attributes **grade two**

## **focus** on content

- ✓ focuses (stays on one topic)
- ✓ includes supporting details (age and topic appropriate)
- ✓ develops with **specific** details
- ✓ picture (if present) matches writing and enhances meaning
- ✓ title relates to story
- ✓ demonstrates use of prior knowledge and experience
- ✓ story builds
- ✓ describes – not just a listing
- ✓ complete thoughts are evident
- ✓ ideas are clear
- ✓ makes a strong case with reasons/details
- ✓ fluent

## **or** **gan** **i** **za** **tion**

- ✓ has a clear beginning, middle, and end
- ✓ has a summary and conclusion
- ✓ demonstrates idea of paragraphs/actually paragraphs
- ✓ shows sense of story
- ✓ includes good lead sentence
- ✓ beginning “hooks” the reader
- ✓ ending tied to the beginning
- ✓ uses universal ending
- ✓ flows smoothly
- ✓ uses sense of time
- ✓ sequences (use of transition words)
- ✓ sequence – a clear timeline
- ✓ uses question to organize/develop

## **Voice/style**

- ✓ engages reader/voice is evident
- ✓ expresses emotion/insight, conveys feelings
- ✓ awareness/sense of audience
- ✓ uses a variety of sentences
- ✓ creative approaches – use of imagination
- ✓ use of humor
- ✓ simile/figurative language
- ✓ variation of sentence beginnings
- ✓ reader could picture events
- ✓ dialogue
- ✓ reflective
- ✓ descriptive language
- ✓ natural language
- ✓ “I” – centered
- ✓ looking at things from different perspectives
- ✓ description – sounds, smells, visual
- ✓ unusual perspective/different approach
- ✓ uses snapshots
- ✓ uses forecasting
- ✓ naming
- ✓ risks with unfamiliar words
- ✓ builds suspense
- ✓ uses powerful verbs
- ✓ uses thoughtshots

## **con·ven·tion(s)**

- ✓ visible attention to revision
- ✓ takes risks with punctuation: end, commas; exclamation marks; and contractions and apostrophes
- ✓ shows consistent understanding of capitalization
- ✓ indents paragraphs
- ✓ correctly punctuates quotations
- ✓ accurate spelling of high frequency words
- ✓ takes a risk with spelling of difficult words
- ✓ uses invented spelling progressing towards standard spelling
- ✓ writes legibly
- ✓ uses pronouns correctly
- ✓ progress toward standard punctuation, grammar, and spelling is evident

# *strategies used by* **narrative writers**

*The next step* in the Profile process, after selecting the most effective writings and holistically scoring the papers with a rubric, is to identify writing strategies used by the authors of the effective papers. The following list of writers' strategies is a combination of the original list that came from the New Standards Project shared by Sally Hampton and modified by Barbara Nelson to include the writing strategies of Barry Lane. These writing strategies can be taught in focused lessons. It is also a way to talk about narrative writing with students during writing conferences. The list of strategies used by narrative writers follows:

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
13. including the element of surprise
14. comparing or contrasting other scenes or people
15. detailing subjects's routines habits or typical activities - binoculars
16. humor or irony
17. repetition / recurring events, objects, phrases
18. using various characters' voices to narrate a story
19. inserting historical or factual information into a story
20. figurative language - simile, metaphor, personification, onomatopoeia, alliteration
21. effective lead
22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

# strategies used by narrative writers (cont.)

## Second Grade

My favirot place is Chicago **namimg** . I like to go shopping at the american girl store. My apartment room wasn't all that big. But I still liked there apartments. I think Chicago has a lot of entertainment. Like dolphin shows. But when I stayed there I didn't want to leave. Why? Because I was so use to hearing the taxies and the trains going by **snapshot-sound** . There was nice air that blew against my face and hair. When I put my hand up high and walked at the same time it felt like I was being blowen away **specific actions** . I thought like it was almost a permanet home **simile** to me even though I was on vacation **thoughtshot** . Sometimes I got so used to it I said home sweet home or mom dad can we live here like stay forever. But they would always say. No! I had a weary feeling in my stomach. That this is the place I'll live when I grow up **foreshadowing** . I couldn't help of thinking of what I thought. So then the day came to leave my favirot place **compresing time** . I was very sad but I had to go home nobody in my family was as sad as me. I don't think they called it there favirot place but I knew I did. So that's how it became my favirot place **effective conclusion** .

## Third Grade

### The Friendship Trick (prompt: Friendship)

One day I heard my dad say we were going to Ceter Point **namimg** with our best friends the Cronkcrights. When we got their we whent on some rids. Then our firnd decided to go on the Geminy. I Thought it looked big But they told me it was a calm ride. When we started down the first hill my friend Adam who was riding with me started telling me what the ride was rilly like. I curled up by my Adam with a chile down my spine **snapshot** . Adam was trying to calm me down. I clushed my hands on his shirt **snapshot** as if ther was no chain holding the roller coster **explode a moment, simile** . I was screaming at the top of my lungs as my friend worked so hard calm me down. On the thried hill I was laying on Adam crying and screaming like we were going to crash **humor** . On the finel drop I started to calm down. When we got off I was still cyring and everyone looked at me in fright as if the same thing would happen to them **specific action, comparing** . When we got back together with our parents I was still frightend. They asked me wats wrong. I told them what happened and they felt bad. Sometimes he trickes me But we are still friends **effective ending** .

# Using Profundity in the Second Grade Classroom

Using profundity in the second grade classroom requires extensive modeling by the teacher. This is most effective when the children are exposed to repeated reading of the text over a span of several days.

## First Reading

The teacher reads the book to students for enjoyment.

## Second Reading

The teacher reads the book, stopping to model a discussion about the actions of one particular character and why the character did what he/she did.

## Third Reading

The teacher reads the book, stopping to model a discussion about whether the actions of the character were right or wrong and what the character got as a result of his/her actions.

## Fourth Reading

The teacher reads the book and models a discussion about the theme (lesson learned) of the book and links that to the children's lives.

## Later Experiences with Different Books

Later, children are ready to participate in the discussions themselves. As they get better at being insightful and understand the process, they are ready to begin discussing profundity across texts, that is, comparing and contrasting the actions of characters in two different books.

### **\*\*A note about Frayer's Model\*\***

This activity is most meaningful to children when extended throughout the unit, allowing children to add to the different lists as they learn more about the topic. It is also valuable to apply Frayer's Model to a variety of texts.

## Thematically Related Text Sets - Freedom

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>Follow The Drinking Gourd</p> <p>By: Jeanette Winter</p> <p>Characters: Family</p>	<p>The family learned the song of freedom from Joe.</p> <p>They set out for freedom following the drinking gourd.</p> <p>They cross Lake Erie.</p>	<p>The family dreamed of being free.</p> <p>They didn't want to be separated from James.</p> <p>It brought them to freedom.</p>	<p>Right-because it gave them hope.</p> <p>Wrong-because they were breaking the law. OR</p> <p>Right-because they should have the right to freedom.</p> <p>Right-because it assured them staying together and being free.</p>	<p>Hope; Knowledge; Power</p> <p>Scared; Helped; Unity</p> <p>Happy; Hopeful; A future together</p>		<p>Everyone deserves to be treated equally. OR Freedom is worth taking a risk.</p>	
<p>Rosa Parks</p> <p>By: Keith Brandt</p> <p>Character: Rosa Parks</p>	<p>Rosa refused to give up her seat on the bus.</p> <p>She refused to pay the fine and challenged the bus segregation law.</p> <p>She appealed to the Supreme Court.</p>	<p>She was tired and didn't like being pushed around.</p> <p>She believed everyone should be treated equally.</p> <p>She wanted to fight for what she believed in.</p>	<p>Right-because it's fair for her to keep her seat. OR</p> <p>Wrong-because she broke the law.</p> <p>Right-because the law was wrong.</p> <p>Right-because she was following through peacefully for what she believed.</p>	<p>Powerless; Arrested and put in a cell</p> <p>Tormented; Black Community Support; Hopeful for change</p> <p>Determination; Power; Freedoms; Law changed</p>		<p>Everyone deserves to be treated equally. OR Freedom is worth taking a risk.</p>	

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## CROSS TEXT QUESTIONS FOR “ROSA PARKS” AND “FOLLOW THE DRINKING GOURD”

**Q. Did Rosa Parks and the family from *Follow the Drinking Gourd* do the same kinds of things? How were their actions similar or different?**

A. They both took risks to obtain certain freedoms. The family set out for freedom; leaving their life of slavery. Rosa Parks refused to give up her seat on the bus and continued to challenge the bus segregation law.

**Q. Are their reasons for acting the way they did similar or different? Why?**

A. They are similar because they both broke the law, but for the right reason. They believed all people should have the same freedoms.

**Q. Did you agree more with how Rosa acted or how the family acted? Why?**

A. We agree with Rosa more because she fought the law in a legal manner. She played a key role in the transformation of segregation laws and is known as a leader in a new American revolution for blacks.

**Q. Did Rosa and the family get the same thing for their actions? Why or why not?**

A. They both got some freedom, but Rosa impacted the freedom of others, as well.

**Q. If both of the characters learned the same lesson what was the lesson?**

A. It is worth taking a risk when fighting for your beliefs.

**Q. If each of the characters learned a different lesson what were the lessons learned?**

A. Both characters learned the same lesson.

**Q. Do you agree or disagree that the theme of these two stories is “Take a risk for freedom?” Why?**

A. We agree, because both stories showed characters breaking the law to get freedoms.

# Using the House Organizer - Freedom

## Reading and Writing: Applying Ideas to a Task (Part 2b)

Students will write a response to a position question relating to a theme. The position taken by a student must be supported with clear examples from two texts that have been read. The House Organizer is a tool to help students think about their responses.

In Part 2a the stories *Rosa Parks* and *Follow the Drinking Gourd* were read. As students worked through profundity they did some in depth thinking about the stories and the related theme.

Below are examples of questions that could be used with these two texts:

Do you agree that it is **okay** to break a law if it's a bad law?

Do you agree that **all** people have the same freedoms today?

Do you agree that freedom is a right that **all** people should have?

**Each response should include:** a yes or no answer. Tell why you agree or disagree. Use examples from both texts to support your thinking. Make a connection between the two texts, to your own life, or to another text.

### Teaching tips:

- Show me: Model using the house organizer for the students. Using an overhead transparency or large chart the teacher writes responses while thinking aloud for the students.
- Help me: Students supply responses and support in a group setting as the teacher guides and encourages them. Use a large chart to record responses.
- Let me: Students work independently, using individual organizers. The teacher might check student work in progress.

# House Organizer Sample

Name \_\_\_\_\_

Date \_\_\_\_\_

## Freedom

Question: Do you agree that it is okay to break a law if it is a bad one?

<b>State Your Position</b>	
<p>I agree that it is ok to break a law if it is bad. Laws are supposed to be fair for everyone. The characters in these stories broke laws that were not fair for everyone.</p>	
<b>Support from <i>Rosa Parks</i></b>	<b>Support from <i>Follow the Drinking Gourd</i></b>
<p>The law said that black people had to give their bus seats to white people. Rosa didn't and she was arrested and fined. She appealed and the Supreme Court changed the law to make it fair for everyone.</p>	<p>James was going to be sold, separating a slave family. They ran away and went north to live in freedom together. Families should be able to stay together and not be owned by other people.</p>
<b>Make a Connection</b>	
<p>I would not want to be treated the way that Rosa Parks or James and his family were treated. The laws made it possible for them to be treated that way. When they broke the laws, they stood up for what was right and fair. They were very brave. The laws were changed because of them and other people like them. I wonder if I would be as brave if a law was not fair to me.</p>	

# House Organizer

Name \_\_\_\_\_

Date \_\_\_\_\_

**State  
Your Position**

**Support from Selection 1**

**Support from Selection 2**

**Make a Connection**

**Related  
Language Arts  
Activities:  
Before, During and After  
Prototypes**

## Listening for Understanding (Part 3)

### Freedom

(Keep the theme of freedom in your mind as you listen to the story.)

Concentrate on listening to *The Secret to Freedom*, by Marcia Vaughan. As you listen think about the actions of Little Red Hen and what you could learn from them. Do the characters' actions remind you of something you or someone you know has done?

**Think about what the story has to do with freedom.**

After listening to the story you will have a few minutes to make some notes on the next page.

If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *The Secret to Freedom*.

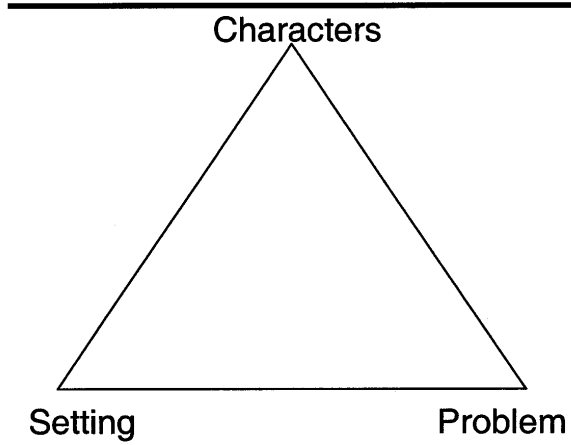
### Teacher Note

The next page will help your children organize the story elements. It is also a guide to early note taking. They must first be familiarized with the meaning of the shapes.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Note-Taking



**4**  
**Important**  
**Events**

**Solution**

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①

②

③

④

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# Retelling Steps Using the GO! Chart

Adapted from: *The Power of Retelling ~ Developmental Steps for Building Comprehension* by Vicki Benson and Carrice Cummins

## Standard Retelling Steps:

### Day 1 1. **Predictions / Vocabulary**

Before reading have students make predictions based on title and the cover of the book.

Give children vocabulary that is used in the story to help guide predictions.

A prediction should be logical, derived from the given information. The teacher should always ask the child why and refer to story structure i.e. setting, characters, problem and solution.

Then children should be able to add vocabulary words that they think they may see in the text. (READ STORY)

### Day 2 2. **Confirm or disconfirm predictions based on the reading.**

#### 3. **Understandings / Interpretations / Connections**

In these two columns the students will be analyzing and organizing the story.

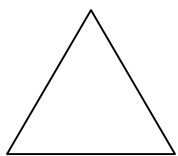
**Understandings:** The teacher should challenge the students to support their understandings from the story and continually refer back to the book

**Interpretations:** When interpreting the story the children will reach a deeper understanding by questioning the story. Some questions will be what they were wondering during reading but others will extend beyond the story.

**Connections:** In this column children will relate the text to a personal experience, another text or a worldview.

### Day 3 4. **Retelling**

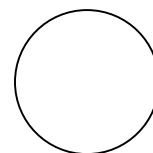
Now it is time to put the story back together. The shapes will help guide the students in analysis and organization of the story. (Teacher may have to work with the shapes prior to this story.)



The triangle symbolizes the beginning, because we usually find the characters, the setting, and the problem there. Each point represents one of the story elements.



The rectangle symbolizes the middle, because we usually find the events that take place that lead to the resolution of the problem. Enter one event for each corner.



The circle symbolizes the end and the idea, "what goes around comes around." This is where the solution to the problem is discovered.

Name \_\_\_\_\_

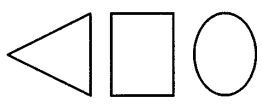
The Bus Ride

Title

Date \_\_\_\_\_

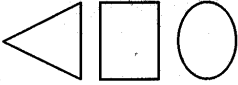
William Miller

Author

Predictions	Vocabulary	Understandings	Interpretations	Connections	Retelling
<p><i>I think this story is going to be about...</i></p> <p>~ A girl will ride a bus somewhere because the title has bus ride in it.</p> <p>~ A girl has a problem on the way to school because the bus in the picture looks like a school bus.</p> <p>~ A girl falls asleep on a long bus ride and is lost when she gets off because I know someone that did that.</p>	<p><i>I might find these words in the story...</i></p> <p>(given)</p> <p>apart decided special angry law front</p> <p>(List words the kids think they may see.)</p> <p>school lost asleep trip</p>	<p><i>I noticed...</i></p> <p>~ Sara and her mother had to sit in the back of the bus.</p> <p>~ Sara decided to sit in the front of the bus to see what was so special.</p> <p>~ A policeman took Sara to the police station.</p> <p>~ Lots of people yelled at Sara. Some were mad at her and some were encouraging her.</p> <p>~ Black people stopped riding the buses. Bus companies didn't make money.</p> <p>~ The law was changed.</p>	<p><i>I wonder...</i></p> <p>~ if Sara liked riding the bus after her mother got off every day?</p> <p>~ what made Sara so brave?</p> <p>~ how many days they walked instead of riding the bus?</p> <p>~ if Sara is a real person?</p> <p>~ what it would be like to have my picture on the front page of the newspaper?</p>	<p><i>This reminds me of... because...</i></p> <p>~ This reminds me of the book <i>Rosa Parks</i> because she broke the law on a bus too.</p> <p>~ This reminds me of the time I wanted to go to the park by myself and my mom wouldn't let me go because I was too little.</p> <p>~ This reminds me of the time my family rode the bus in Toronto. The bus was crowded and I had to stand up.</p>	 <p>Sara and her mother rode the bus to school and work every day. They had to sit in the back because they were black.</p> <p>Sara went to the front of the bus after her mother got off one day. She wouldn't move to the back so a policeman took her to the police station. Her picture was taken and put in the newspaper. Sara and her mom walked the next day and black people stopped riding the buses.</p> <p>The bus company got mad that the buses weren't being used. The law was changed. Sara and her mother could sit anywhere on the bus.</p>

Name \_\_\_\_\_ Title \_\_\_\_\_

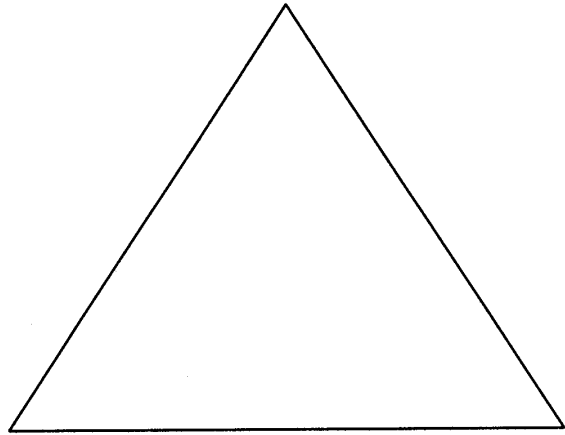
Date \_\_\_\_\_ Author \_\_\_\_\_

<b>Predictions</b>	<b>Vocabulary</b>	<b>Understandings</b>	<b>Interpretations</b>	<b>Connections</b>	<b>Retelling</b>
<i>I think this story is going to be about...</i>	<i>I might find these words in the story...</i>	<i>I noticed...</i>	<i>I wonder...</i>	<i>This reminds me of... because...</i>	

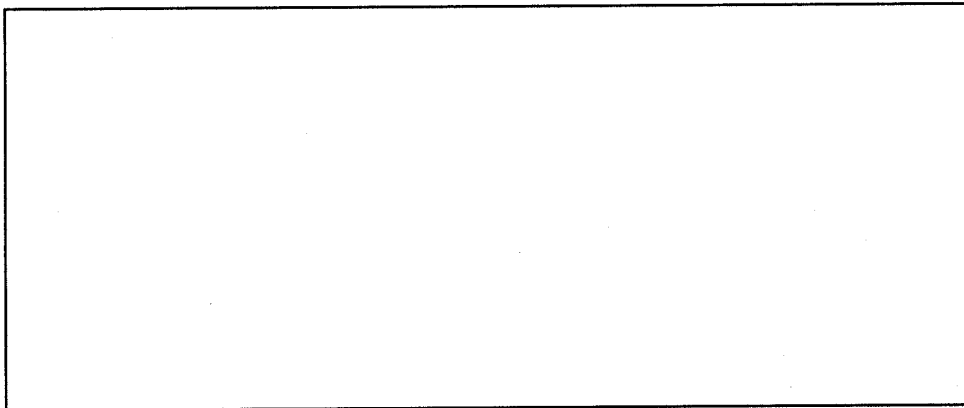
# Go Map

Name \_\_\_\_\_

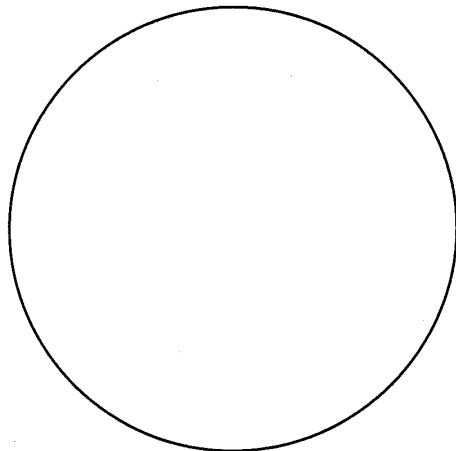
Story \_\_\_\_\_



**Beginning**



**Middle**

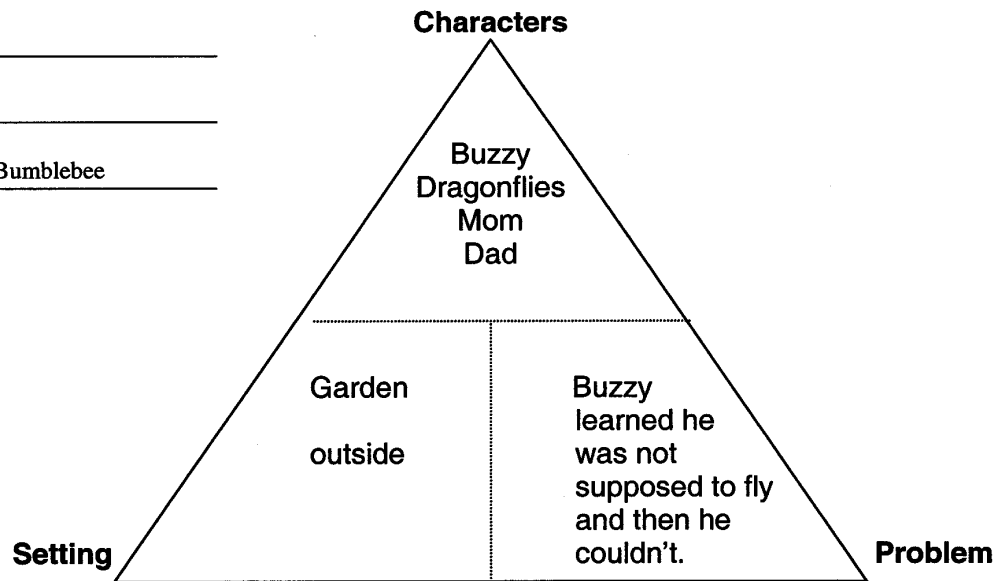


**End**

Name \_\_\_\_\_

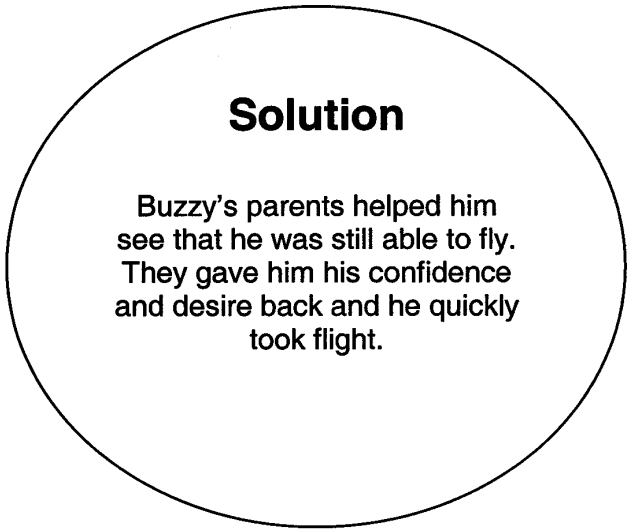
Date \_\_\_\_\_

Title Buzzy the Bumblebee



**4**  
**3**  
**2**  
**1**

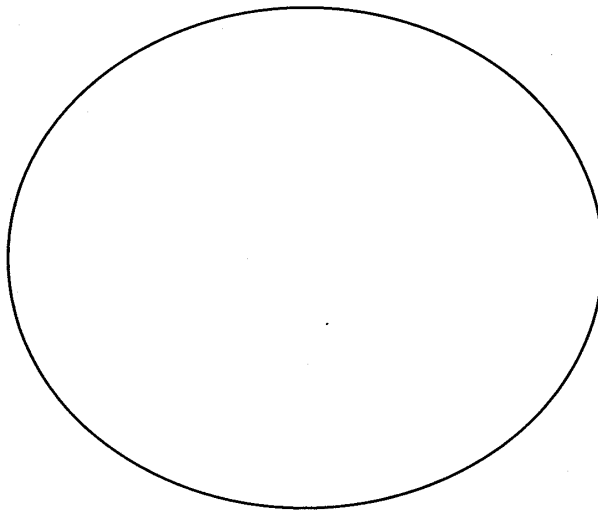
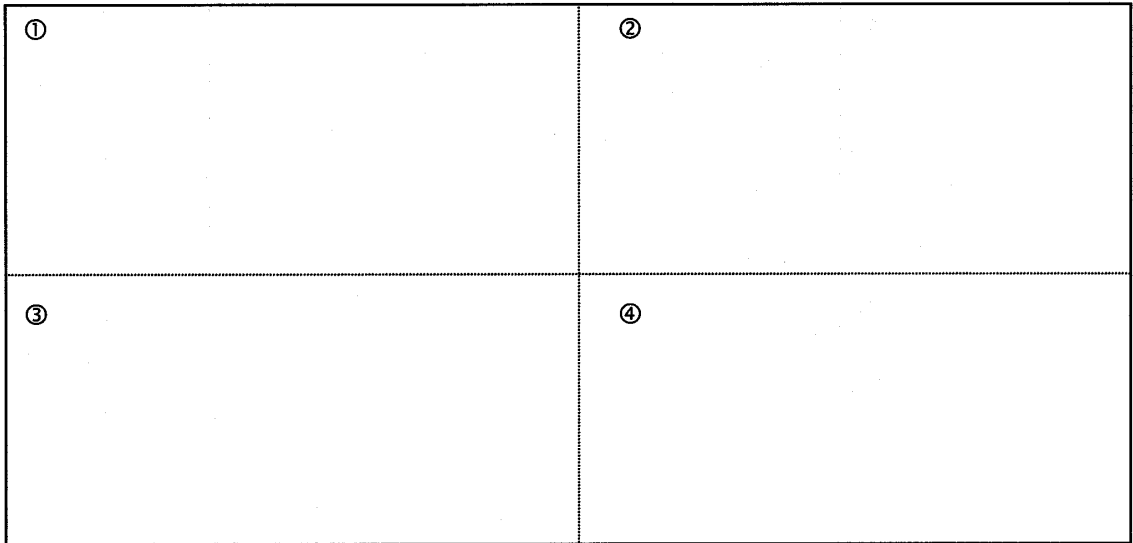
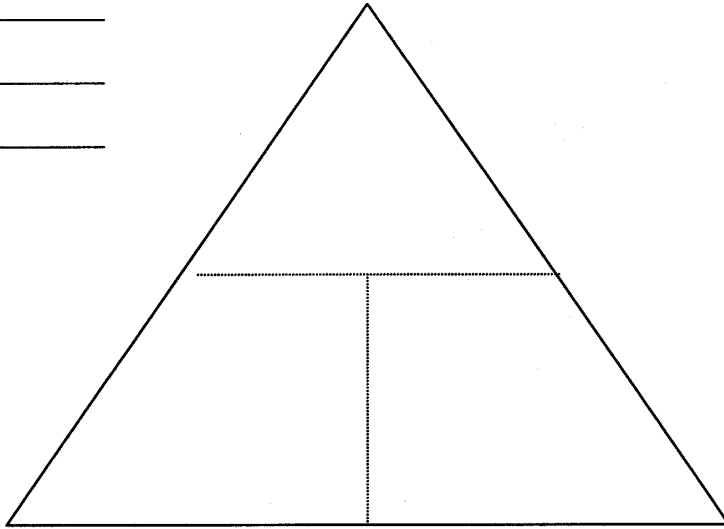
① Buzzy decided to walk home.	② Buzzy asked the dragonflies to walk with him.
③ Buzzy got an idea to help him cross the stream.	④ Buzzy got home full of tears.



Name \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_



# Making Words

Making Words is an active, hands-on manipulative activity in which children discover sound-letter relationships and learn how to look for patterns in words. They also learn that changing just one letter or even the sequence of the letters changes the whole word. As the teacher spells words at the pocket chart, students play along at their desks.

1. Use the word list (or make up your own letters and words)
  - a. Words that you can sort for the pattern(s) you want to emphasize
  - b. Little words and big words so that the lesson is a multilevel lesson
  - c. Words that can be made with the same letters in different places (e.g., *ten*, *net*) so children are reminded that when spelling words, the order of the letter is crucial
  - d. A proper name or two to remind them where we use capital letters
  - e. Words that most of the students have in their listening vocabularies
2. Write all the words on index cards and order them from shortest to longest.
3. Place your set of large letter cards in a pocket chart.
4. Make sure every child has a set of letters.
5. Hold up and name the letters on the large letter cards, and have the children hold up their matching small letter cards.
6. Write the numeral 2 (or 3, if there are no two-letter words in your lesson) on the board. Tell them to take two letters and make the first word. Use the word in a sentence after you say it.
7. Have a child who has the first word made correctly make the same word with the large letter cards in the pocket chart. Encourage anyone who did not make the word correctly at first to fix the word when they see it made correctly.
8. Continue having them make words, erasing and changing the number on the board to indicate the number of letters needed. Use the words in simple sentences to make sure the children understand their meanings. Remember to cue them as to whether they are just changing one letter, changing letters around, or taking all their letters out to make a word from scratch. Cue them when the word you want them to make is a proper name, and send a child who has started that name with a capital letter to make the word with the big letters.
9. Before telling them the last word, ask, "Has anyone figured out what word we can make with all our letters?" If so, congratulate them and have one of them make it with the big letters. If not, say something like, "I love it when I can stump you. Use all your letters and make **"travels."**
10. Once all the words have been made, take the index cards on which you have written the words, and place them one at a time (in the same order children made them) in the pocket chart. Have children say and spell the words with you as you do this. Use these words for sorting and pointing out patterns. Pick a word and point out a particular spelling pattern, and ask children to find the others with that same pattern. Line these words up so that the pattern is visible.
11. To get maximum transfer to reading and writing, have the children use the patterns they have sorted to spell a few new words that you say.

travels

**Letters needed:**

a e l r s t v

**Three letter words:**

let

vet

**Four letter words:**

save

late

**Five letter words:**

slate

slave

later

alert

alter

**Final word:**

travels

More words can be made. These are just the ones that aid in doing the word sort.

let  
vet

late  
slate

save  
slave

**Transfer:**

pet

state

cave

Discuss how this is related to the theme "Freedom."