

# ENGAGING READERS™

## READ ALOUD LESSONS, GRAMMAR, VOCABULARY & CRAFTS

### 2nd grade

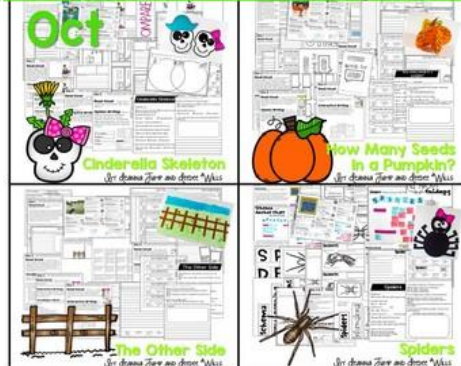
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## 2nd Grade

- Whole Group Lessons
- Reading Comprehension
- Grammar
- Sentence Study
- Vocabulary
- Plus Crafts



# ENGAGING READERS™

## RESEARCH BASED CURRICULUM

Deanna Jump and Deedee Wills have over 35 years of combined early childhood education experience in the classroom and providing instructional leadership across the country. Both are voracious readers of professional development texts. Additionally, these units have been implemented in classrooms and districts around the world with overwhelmingly impressive results.

Listed below are some resources that helped shape our thinking about instruction and the development of our curriculum.

### Engaging Readers™

- [NICHD: Report of the National Reading Panel ~ Teaching Children to Read](#)
- [Reading with Meaning](#) by Debbie Miller
- [Reading with Intention](#) by Debbie Miller
- [Teaching for Deep Comprehension](#) by Linda Dorn and Carla Saffos
- [Strategies that Work](#) by Stephanie Harvey
- [Text-Dependent Questions, Grades K-5: Pathways to Close and Critical Reading](#) by Douglas B. Fisher and Nancy Frey

## FAQ'S

Q: Do you have units for Kindergarten and First Grade?

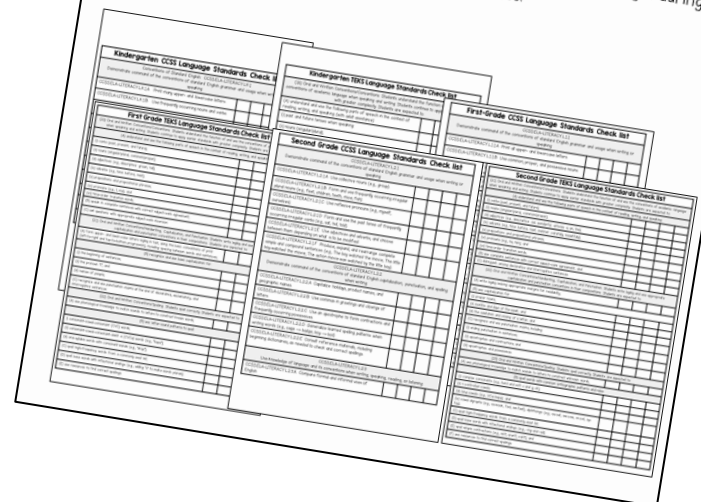
A: We sure do! Click [HERE](#) to see our catalog of books.

Q: How come you have added the picture retelling pieces to this unit?

A: We have heard from so many first grade teachers that they wanted to use these units with their classroom. Therefore, we have added the picture version of the retelling. We will go back and add the picture pieces to the previous 2<sup>nd</sup> grade versions during the summer of 2019.

Kindergarten	First-grade	Second grade
Common Core State Standards		
<u>CCSS.ELA-LITERACY.SL.K.1</u> <u>CCSS.ELA-LITERACY.SL.K.1.A</u> <u>CCSS.ELA-LITERACY.SL.K.1.B</u> <u>CCSS.ELA-LITERACY.SL.K.2</u> <u>CCSS.ELA-LITERACY.SL.K.3</u> <u>CCSS.ELA-LITERACY.SL.K.10</u> <u>CCSS.ELA-LITERACY.RI.K.10</u>	<u>CCSS.ELA-LITERACY.SL.1.1</u> <u>CCSS.ELA-LITERACY.SL.1.1.A</u> <u>CCSS.ELA-LITERACY.SL.1.1.B</u> <u>CCSS.ELA-LITERACY.SL.1.1.C</u> <u>CCSS.ELA-LITERACY.SL.1.2</u> <u>CCSS.ELA-LITERACY.SL.1.3</u>	<u>CCSS.ELA-LITERACY.SL.2.1</u> <u>CCSS.ELA-LITERACY.SL.2.1.A</u> <u>CCSS.ELA-LITERACY.SL.2.1.B</u> <u>CCSS.ELA-LITERACY.SL.2.1.C</u> <u>CCSS.ELA-LITERACY.SL.2.2</u> <u>CCSS.ELA-LITERACY.SL.2.3</u>
TEKS		
(21) Listening and Speaking/Listening (22) Listening and Speaking/Listening (23) Listening and Speaking/Teamwork	(24) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Use these checklists to help you keep track of the skills you have taught during the interactive writing process.



**CCSS AND  
TEKS  
STANDARDS  
ARE PROVIDED!**



## Author's PURPOSE ?

**PERSUADE:** to change your mind about something.



**INFORM:** to teach you something.



Frogs lay eggs.

**ENTERTAIN:** to let



## CHARACTERS



Knowing  
readers

## INFER

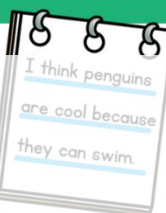
What I  
Know

+



Clues

## OPINION



ice cream  
because it is  
cold and sweet.



Readers can write  
about their opinion  
and tell why they feel

# READING

# STRATEGIES

# ANCHOR CHARTS

Wrap up the most important parts of the story in a few words.



**Somebody...**

(Who is the main character?)



**Wanted...**

(What did the character want?)



**But...**

(What was the problem?)



**So...**

(How did the character try to solve the problem?)



**Then...**

(How does the story end?)










Readers create an image in their mind as they read.







Readers pay close attention to the story to help them figure out unknown words.






Rubric				
Name:				
Predict	Provides an unrelated response.	Provides an unlikely prediction.	Provides a likely prediction.	Provides a likely prediction with evidence of thinking.

Comprehension Score:			
Written Response Score:			

Aa am and are	Bb be by	Grade level words are not spelled correctly.	Grade level words are spelled correctly.	Grade level words are spelled correctly.
------------------------	----------------	--	--	--

Rubric				
Name:				
Connect	Provides an unrelated response.	Provides a connection that is somewhat meaningful.	Provides a meaningful connection.	Provides a meaningful connection with supporting details.

Comprehension Score:			
Written Response Score:			

Aa am and are	Bb be by	Grade level words are not spelled correctly.	Grade level words are spelled correctly.	Grade level words are spelled correctly.
------------------------	----------------	--	--	--

# RUBRICS FOR EACH READING STRATEGY

Name:			
Prior	Provides an unrelated response.	Provides a somewhat meaningful connection.	Provides a meaningful connection with supporting details.
Comprehension Score:			
Written Response Score:			
Aa am and are	Bb be by	Grade level words are not spelled correctly.	Grade level words are spelled correctly.
I like to play.	My writing is not neat and easy to read.	My writing is neat and easy to read some of the time.	My writing is neat and easy to read most of the time.
He is here.	I did not use correct capitalization and punctuation.	I used correct capitalization and punctuation some of the time.	I used correct capitalization and punctuation most of the time.
I like to make snowmen with my sister. I put the hat on top.	I did not add supporting details.	I added supporting details some of the time.	I added supporting details most of the time.

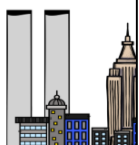
Name:			
Connect	Provides an unrelated response.	Provides a meaningful connection.	Provides a meaningful connection with supporting details.
Comprehension Score:			
Written Response Score:			
Aa am and are	Bb be by	Grade level words are not spelled correctly.	Grade level words are spelled correctly.
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Once there were two tall towers in New York City.



A street performer, who liked to walk

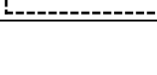
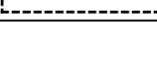
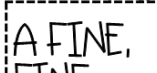
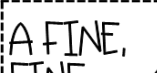
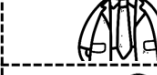
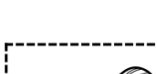
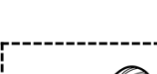
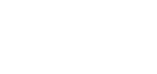
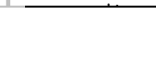
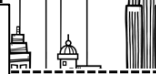
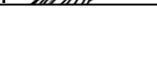
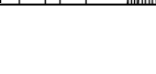
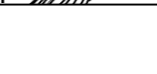
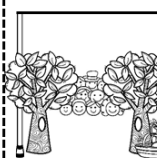
During his performance for the children in the park, he almost fell. Luckily, he saved himself.



Now the towers memory still re

With the help of others, he brought the heavy equipment to the top of one of the towers.

He K secu him p tower like a work the b



Once there were two tall towers in New York City.

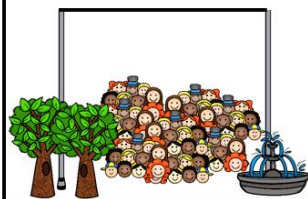


He knew the building security would not let him perform on the towers, so he dressed like a construction worker and snuck into the buildings at night.



A street performer, who liked to walk on high wires, wanted to walk on the towers.

During his performance for the children in the park, he almost fell. Luckily, he saved himself.



During his performance for the children in the park, he almost fell. Luckily, he saved himself.

Now gone still n

Once his performance was over, he was arrested. The judge told him that he had to perform for the children in the park.

Once tall to City.

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# RETELLING

Mr. Keene was the principal. Every morning he would say, "This is a fine, fine school."



Mr. Keene loved his school so much, he said they should have more school. He said they should have school on Saturday and Sunday.



Tillie went to Mr. Keene's office. She told him that not everyone was learning when they were at school every day. Her brother and dog were not learning.



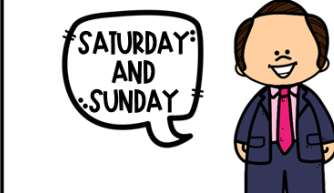
On Monday, he would say, "This is a fine, fine school."

One month later, Mr. Keene loved his school so much, he said they should have more school. He said they should have school on Saturday and Sunday.

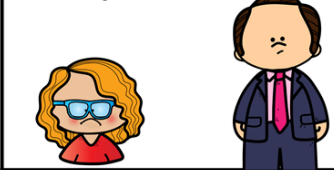
After meeting with Tillie, Mr. Keene realized that not everyone was learning when they were at school every day. Her brother and dog were not learning.



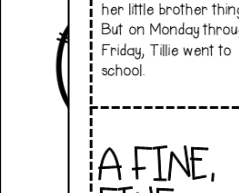
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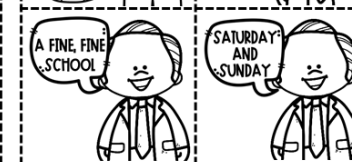
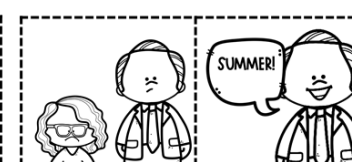
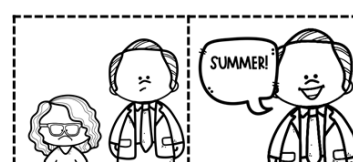
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## Vocabulary Work

You will use these pages to create an ongoing vocabulary study chart. We have provided an example of how you could complete the chart for each word. Naturally, you will complete this activity with your students.

**NOTE:** The sentence writing would make a great interactive writing activity!

**Day 1: STUDY IT!**

1. Read the sentence in the book.
2. Students turn and talk about what they think the word means.
3. Discuss the meaning of each word. If appropriate, act it out.
4. Fill out the vocabulary chart.
5. Student Activity

plummet: Re-read the page where the cable plummeted towards the street. Discuss the meaning of the word.

Students turn and talk about the word and brains sentences.



**MAKE IT STICK**  
○○○○○○○○○○  
**plummet**

**MEANING**  
Fall hard and fast

**SYNONYMS**  
EXAMPLE  
collapse  
crash  
descend  
dive  
plunge  
tumble

The Man That Walked Between the Towers  
Vocabulary Work**Day 3: STUDY IT!**

1. Read the sentence in the book.
2. Students turn and talk about what they think the word means.
3. Discuss the meaning of each word. If appropriate, act it out.
4. Fill out the vocabulary chart.
5. Student Activity

1. Imprint: re-read the final page where the author mean by saying imprint.
2. Student Activity



**Word Imprint**  
Pick the word  
Sentence using the word  
Opposite of the word

**MAKE IT STICK**  
○○○○○○○○○○  
**plummet**

**MEANING**

**SYNONYMS**  
EXAMPLE

**ANTONYM**  
NON-EXAMPLE

## VOCABULARY

**MAKE IT STICK**  
○○○○○○○○○○  
**imprint**

**MEANING**

**SENTENCE**

**SYNONYMS**  
EXAMPLE

**ANTONYM**  
NON-EXAMPLE

**THE MAN WHO WALKED BETWEEN THE TOWERS**  
**SENTENCE**

The Man That Walked Between the Towers

Plummet: Fall hard and fast

Do you like to go on amusement rides where you might plummet? Why or why not?



The Man That Walked Between the Towers

Plummet: Fall hard and fast

Do you like to go on amusement rides where you might plummet? Why or why not?



The Man That Walked Between the Towers

Plummet: Fall hard and fast

Do you like to go on amusement rides where you might plummet? Why or why not?



The Man That Walked Between the Towers

The Man That Walked Between the Towers

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

imprinted    plummeting    plummeted    imprinting    plummet    imprint

Use each word once to complete the sentences below.

1. The balloon popped and \_\_\_\_\_ down towards the earth.
2. I pressed the coin into the clay and it left an \_\_\_\_\_.
3. Today in class, we will be \_\_\_\_\_ our hands for a craft.
4. I was afraid I would \_\_\_\_\_ down the hill.
5. The rain was \_\_\_\_\_ our roof as we waited out the storm.
6. That memory was \_\_\_\_\_ in my mind.





# Sentence Study/Grammar

## Day 1: STUDY IT!

Review Nouns, Proper Nouns, and Verbs. Read the sentence together. Ask the students to turn and talk with their partner about what they notice. Record their noticings on the sentence chart. Highlight the capital letter and the punctuation. Count the words. Use the coding chart provided to determine how to code the parts of speech. NOTE: Over time, these skills will build upon each other.

- Circle the noun(s) with a blue marker.
- Circle the Proper noun(s) with a purple marker.
- Circle the Verbs with an orange marker.

NOUN: towers PROPER NOUN: Philippe

VERB: walked 5 words

Statement/Declarative sentence

## Day 2: BUILD & CODE IT

Reread the sentence again. Then, turn the sentence

# CODING CHART

nouns

pronouns

Proper nouns

verbs

adverbs

# A NOUN IS...

a person

kid



## PROPER NOUN

The specific name for a person, place or thing.



Jada



Theo



Krispy Kreme

## VERB

A word that shows action.

dance go stop  
run jump hop  
sing shout fly  
climb read eat  
play sleep dive

## LINKING VERB

A word that links things together



# GRAMMAR AND SENTENCE STUDY

## HELPER VERB

A word that helps show the action.

might  
could  
should  
have  
had  
do  
being  
be

Philippe walked  
between the

walked the between

walked the between  
towers. Philippe

walked the between  
towers. Philippe

walked the between  
towers. Philippe

walked the between  
towers. Philippe

Philippe walked  
between the  
towers.

philippe walked  
between the  
tower ?

Philippe walkt  
between a  
towers.

# Assessments

In addition to the comprehension rubrics, you can also assess students with these quizzes. Select the one that matches your classroom needs.

## Answer Key

The Man That Walked Between the Towers

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

1. Philippe was arrested for walking between the buildings.	<input type="radio"/>
2. Philippe almost fell off of the cable when he was on the tower.	<input type="radio"/>
3. Philippe was upset that he had to give a performance in the park.	<input type="radio"/>

7. What is another word for imprint?  
☐ (a) engrave ☐ (b) erase ☐ (c) delete

8. Which word is NOT another word for plummet?  
☐ (a) plunge ☐ (b) shoot up ☐ (c) tumble

How do you feel about being in high places?

### The Man That Walked Between the Towers

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

1. Philippe was arrested for walking between the buildings.

2. Philippe almost fell off of the cable when he was on the tower.

3. Philippe was upset that he had to give a performance in the park.

4. Philippe felt free on the cable.

5. This story is not a true story.

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

1. Philippe was arrested for walking between the buildings.

2. Philippe almost fell off of the cable when he was on the tower.

3. Philippe was upset that he had to give a performance in the park.

4. Philippe felt free up on the cable.

5. This story is not a true story.

### The Man That Walked Between the Towers

1. What was the setting of this book?  
☐ (a) Chicago ☐ (b) New York City ☐ (c) Paris

2. How did Philippe get into the building?  
☐ (a) He was disguised as a construction worker. ☐ (b) He pretended to be a security guard. ☐ (c) neither a or b

3. How did Philippe feel about the cable?  
☐ (a) He was scared. ☐ (b) He was excited. ☐ (c) He was nervous.

4. Which of these is true?  
☐ (a) Philippe was arrested. ☐ (b) Philippe felt free when walking on the cable. ☐ (c) both a and b

5. Why did Philippe almost fall when he was performing in the park?  
☐ (a) It was windy. ☐ (b) Some children shook the cable. ☐ (c) A bird flew too close to him.

6. This story is not a true story.  
☐ (a) true ☐ (b) false