

OBJECTIVES AND INSTRUCTIONAL TARGETS

GRADE 2 READING

DOMAIN: READING COMPREHENSION

Objective 1: The student will determine the meaning of words in a variety of written texts.

- A Use knowledge of the meanings of prefixes and suffixes to determine word meanings
- B Use of context clues (e.g., synonym, antonym, definition, explanation, description, or example)
- C Use context clues to determine the meanings of specialized/ technical terms

Objective 2: The student will identify supporting ideas in a variety of written texts.

- A Facts/Details - Recall supporting facts and details
- B Sequential Order - Arrange events in sequential order
- C Written Directions - Follow written directions
- D Setting of a Story - Describe the setting of a story (time and place)

Objective 3: The student will summarize a variety of written texts.

- A Stated Main Idea - Identify the stated or paraphrased main idea of a selection
- B Identify Best Summary - Identify the best summary of a selection

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

- A Cause/Effect - Identify the cause(s) of a given event or a character's actions
- B Predicting Outcomes - Predict probable future actions and outcomes

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

- A Feelings/Emotions - Understand the feelings and emotions of a character

Objective 6: The student will recognize points of view, persuasive techniques, and/or statements of fact and opinion in a variety of written texts.

- A Fact/Opinion - Distinguish between fact and opinion



THE SUN

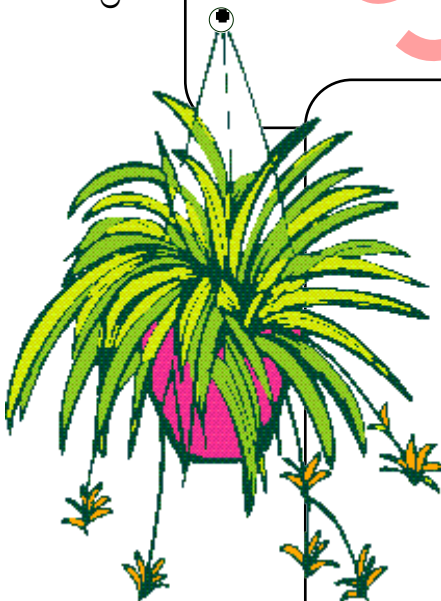
The sun is the main source of light and life on the earth. Light warms the world and helps us to see. Green plants need light from the sun to grow. When plants grow, they provide us with food. Without food there would be no life on earth.

IDENTIFY MAIN IDEA 3 A

The stated main idea of this passage is -

- a. Green plants need light from the sun to grow.
- b. Light warms the world.
- c. The sun is the main source of light and life on the earth.
- d. Without food there would be no life on earth.

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RECALL SPECIFIC FACTS/DETAILS 2 A

Why do plants need the sun?

- a. Light helps plants to grow.
- b. The sun cools off the plants.
- c. The sun burns the crops.
- d. Green plants do not need the sun to grow.

Ingredients For Success

IDENTIFY MAIN IDEA 3 A

The main idea of a paragraph or story is the central theme or one dominant theme to which all other paragraphs, sentences and details within the paragraph or story are directly related.

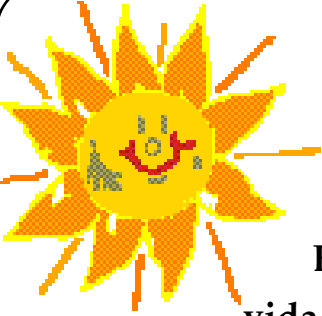
- c. The sun is the main source of light and life on the earth.

RECALL SPECIFIC FACTS/DETAILS 2 A

Facts are things known to have happened or known to be so because they can be verified.

Details explain and clarify the facts in a passage by providing answers to the “*who, what, when, where, why, and how*” of the passage.

- a. Light helps plants to grow.



El sol

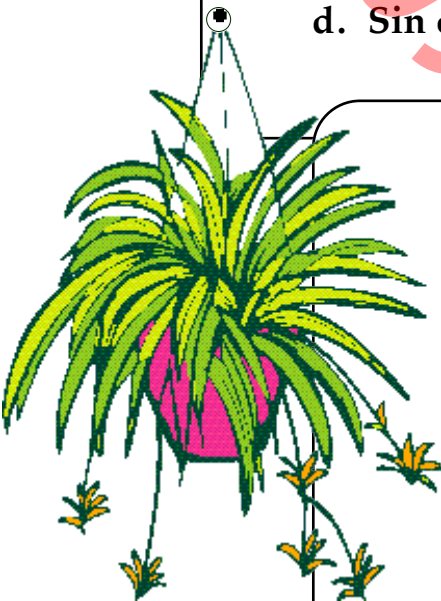
El sol es la fuente principal de luz y vida en la tierra. La luz calienta el mundo y nos ayuda a ver las cosas. Las plantas verdes necesitan la luz del sol para crecer.

Identifica la idea principal 3 A

La idea principal de este pasaje es -

- a. Las plantas verdes necesitan la luz del sol para crecer.
- b. La luz calienta al mundo.
- c. El sol es la fuente principal de luz y vida en la tierra.
- d. Sin comida no habría vida en la tierra.

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Un hecho mencionado en este pasaje es -

- a. La luz nos ayuda a ver las cosas.
- b. El sol refresca la tierra.
- c. El sol quema las cosechas.
- d. Las plantas verdes no necesitan del sol para crecer.

Ingredientes para el éxito

Identifica la idea principal 3 A

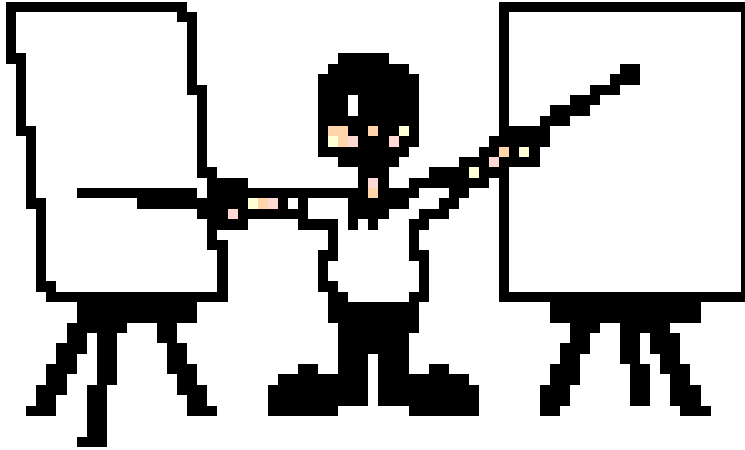
La idea principal es el pensamiento más importante de un párrafo donde las demás oraciones o frases y detalles están relacionados.

- c. El sol es la fuente principal de luz y vida en la tierra.

Menciona los hechos y detalles específicos 2 A

El poder reconocer la información más importante dada en un pasaje es la base para una buena comprensión. Para localizar los detalles de una manera efectiva los estudiantes deben hacerse las preguntas: quién, qué, dónde, cómo y por qué para poder recoger información que apoye a la idea principal del pasaje.

- a. La luz nos ayuda a ver las cosas.



Main Dish Lesson Plan

Lesson 1 - Initial Lesson follows a formatted teaching cycle.

Lesson 2 - Hands-On Activity

Practice Test - Test 1

Lesson 3 - Cooperative Learning Activity

Benchmark Test - Test 2

Enrichment or Reteach Activity

Final Test

Summary of Research for Reading

Main Dishes

The purpose of the main dish text is to assist teachers in supporting learners in their acquisition of literacy. "It has been repeatedly established that the best construction results when combinations of methods are orchestrated by a teacher who decides what to do in the light of children's needs." (Duffy, G.G., & Hoffman, J.V., p.11).

Lesson 1 - Initial Lesson

Initial lesson follows a formatted teaching cycle that provides an explicit lesson plan so that all readers can learn reading skills and strategies and make connections to their own reading and writing. Explicit teaching involves making it clear to learners what they are learning and how they can learn it. (Hancock, 1999, p.127)

Lesson 2 - Hands-on

Effective reading teachers understand that different students require different instructional methods. "It has been repeatedly established that the best construction results when combinations of methods are orchestrated by a teacher who decides what to do in the light of children's needs." (Duffy, G.G., & Hoffman, J.V., p.13). Lesson 2 provides the teachers with hands-on activities to meet students' learning styles.

Practice Test 1

Provides teachers an opportunity to model test-taking skills following an initial teach and hands-on activity.

Lesson 3 - Cooperative Learning

Provides lessons that require students to compare and share ideas in a product that synthesizes the acquisition of the skill. According to Freebody and Luke (as cited in Hancock, 1999, p.124) "A literate person as a text participant connects personal knowledge and meaning with a topic of the text and as a text user must then decide the purpose and use of the text.

Test 2 - Benchmark Test

Evaluates students' knowledge and determines future lessons that will nurture the learner toward extending text comprehension.

Enrichment

Provides lessons that propel students into the top three levels of Bloom's Taxonomy. "The text analyst must extend comprehension into cultural analysis that involves comparing the text meaning with other ideas and text." (Hancock, 1999, p.134)

Reteach

Affords the struggling reader another opportunity to learn and connect strategies to their own reading and writing. (Duffy-Hester, A.M., 1999, p.488) state that "students need extended instruction in order to use reading skills and strategies."

Final Test

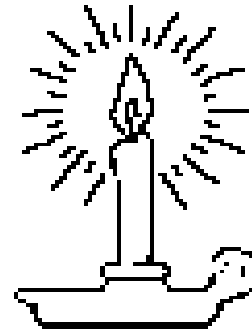
Final analysis and evaluates the students' knowledge and comprehension.

FOCUS:

Say: Have you ever been asked to write a report and include specific details as to what happened? What were some of the questions you needed to ask in order to carry out your assignment?

Wait for responses.

Say: Being able to recall or ask specific questions is critical for accurate understanding of the main idea or central theme of a passage. Today, we will work on being able to correctly answer questions that ask something specific.



STATEMENT OF IMPORTANCE:

Recalling specific **facts and details** are the basis for accurate comprehension and are used in determining the main **idea** of a passage or paragraph.

ACROSS THE CURRICULUM GOALS:

Math – Identifying important facts needed to solve word problems

Health/Science – Proof of hypothesis

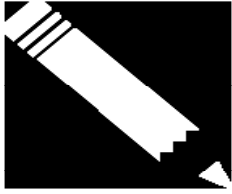
Social Studies – Identifying facts and details that comprise history

Language – Being able to organize facts and details into a paragraph

OBJECTIVE:

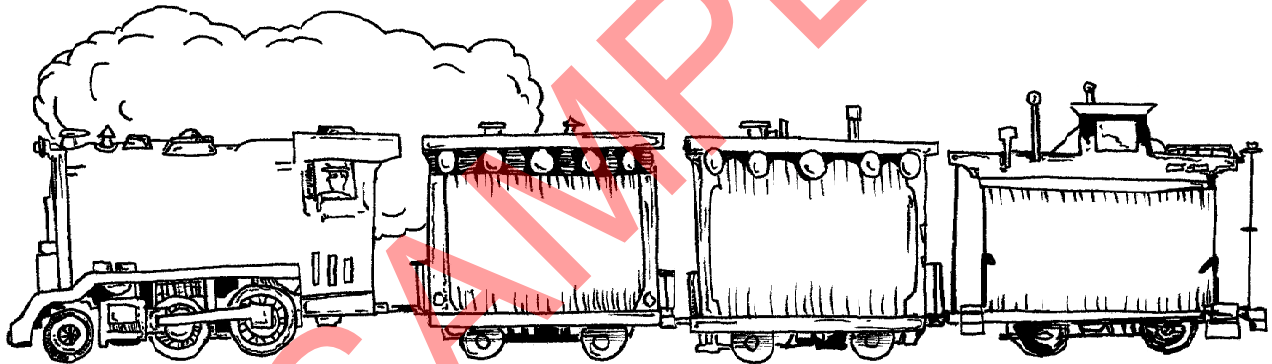
At the close of the lesson, the students will be able to recall specific **facts and details** from a written passage.





ACTIVITY: Brainstorm who, what, where, when, why, and how, about the train.

LEAD IN: As we begin today's lesson, we are going to brainstorm who, what, where, when, why, and how details about this train.



Brainstorm the following questions:

1. Who might be on the train?
2. Where might they be going?
3. When will they get there?
4. What are they going to do when they get there?
5. Why did they go on the train?
6. How does a train travel?

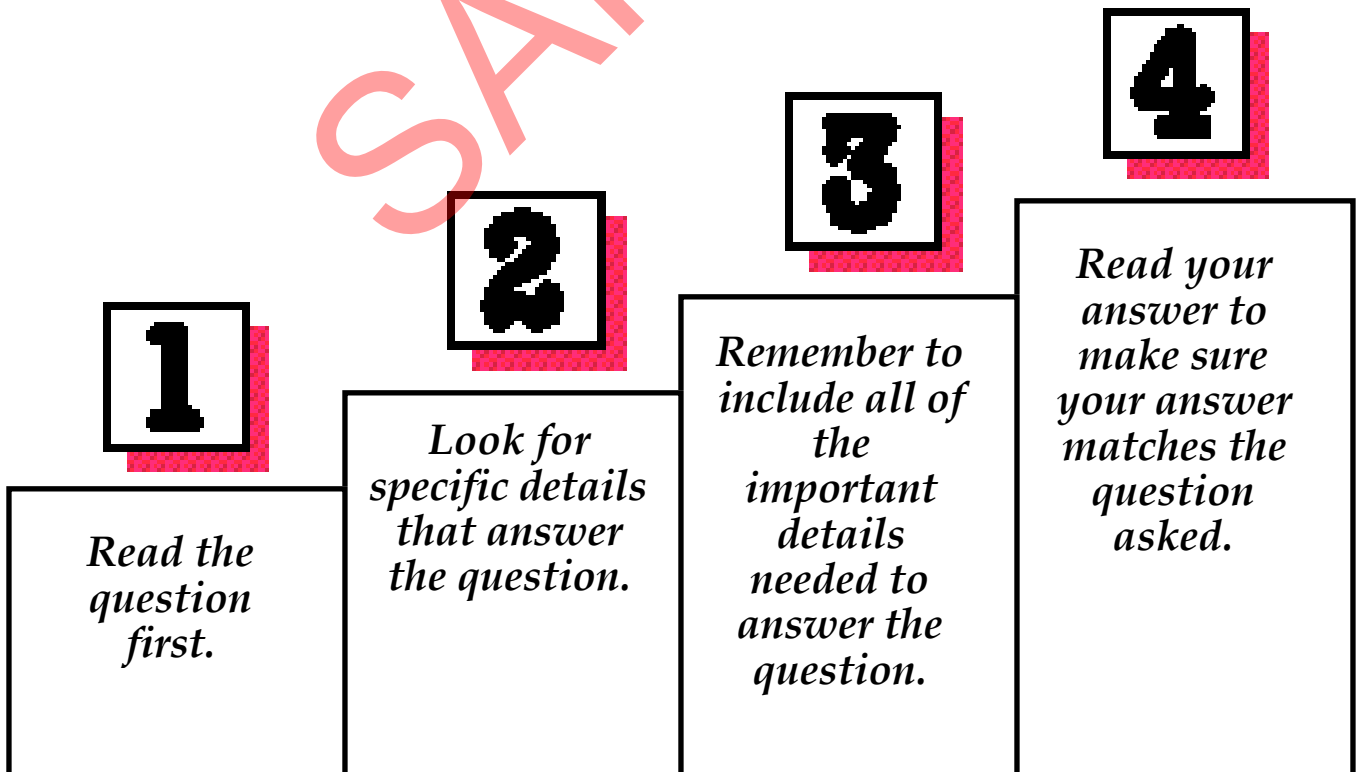
DEFINITION:

Facts are things known to have happened or known to be so because they can be verified.

Details explain and clarify the facts in a passage by providing answers to the “*who, what, when, where, why, and how*” of the passage.



STEPS TO IDENTIFYING FACTS/DETAILS



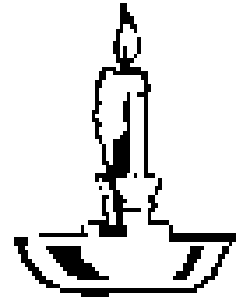
Objective: Students will use clue words to identify facts/details

Initial Instruction:

Hint: Remember to keep in mind what kind of detail you are looking for.

CLUE WORDS IN IDENTIFYING FACTS/DETAILS

Who/What
A person Fact/Detail



1. Who - Who wrote a poem about a little boy?

Who was invited to your party?

2. What - What happened before the baseball game?

What was the cause for the water on the floor in the kitchen?

Questioning Techniques:

Teacher note: Depending upon the level and experience of your class, choose one or two of the following questioning techniques. For best results, always use direct questioning with one of the other techniques.

Direct Questioning:

Look at the sentences above.

What would be appropriate answers for the sentences in the first group?

When the question asks **who**, a person, group, or organization would be an appropriate answer.

What would be an appropriate answer for the sentences in the second group?

When the question asks **what**, a detail or fact is an appropriate answer.

Application: Have students create **who** and **what** questions about a selected reading passage, chapter, or anthology. These questions will be shared the following day with other students in the class. The same procedure will be followed after direct teach of when, where, how, and why.

Objective: Students will use clue words to identify facts/details



CHECKING FOR UNDERSTANDING

Review by having students tell the steps to identifying facts/details.

1. Read the question first.
2. Look for specific details that answer the question.
3. Remember to include all of the important details needed to answer the question.
4. Read your answer to make sure your answer matches the question asked.

"THE WHEEL OF STORIES"

Before class:

1. Enlarge the 3 story wheels (pages 9-11) and place them on the chalkboard.
2. Place answers (page 8) on sentence strips.

During class:

1. Place story wheels on chalkboard.
2. Read the main idea of each wheel.
3. Have students read their sentences and determine two things:

First, they must determine what detail or fact they have that supports the main idea on the board.

Then they must decide what question their sentence strip answers and place it on the correct space on the wheel.

Objective: Students will use clue words to identify facts/details



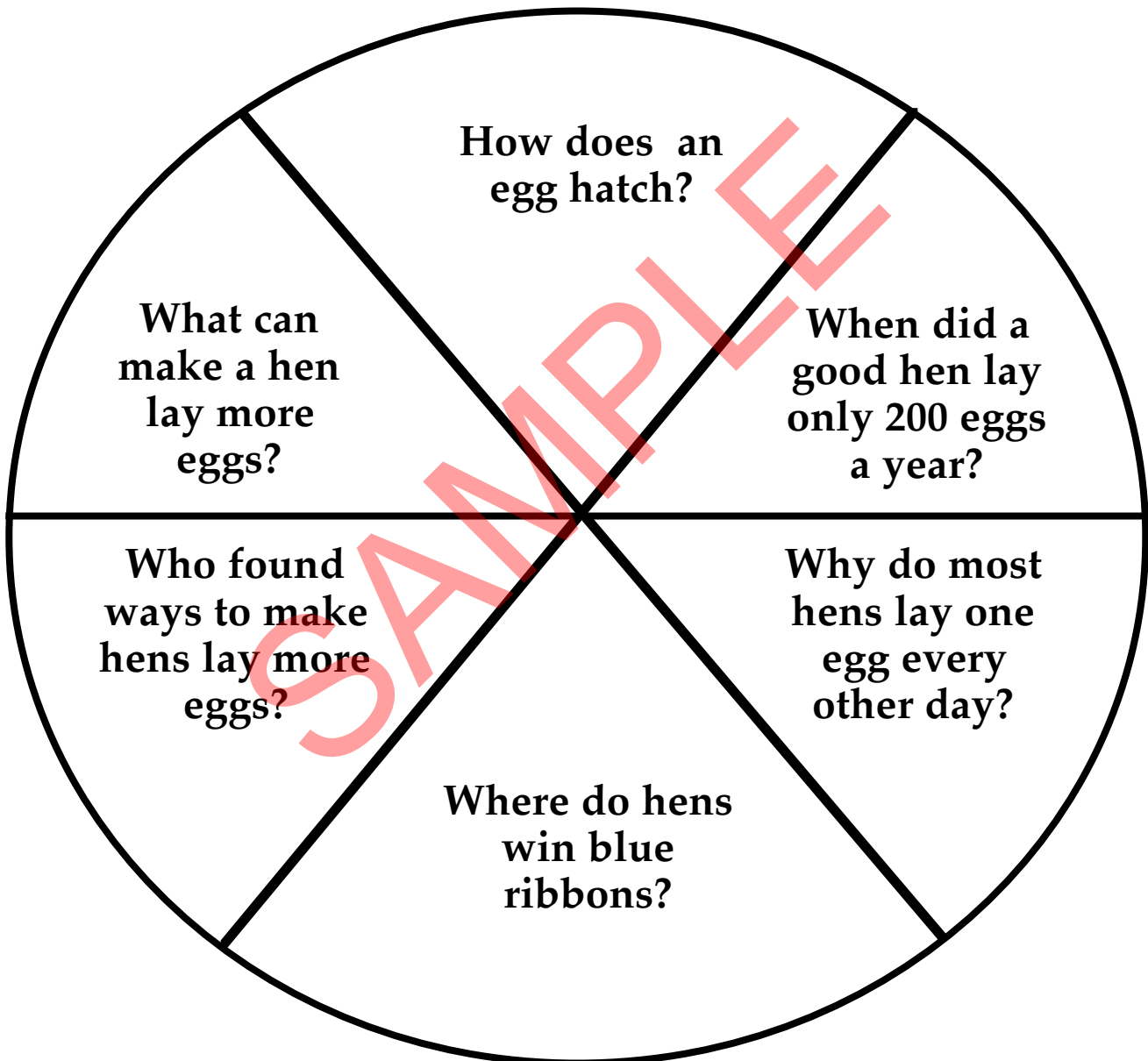
Sentences for "The Wheel of Stories"

1. The baby chick inside the egg pecks its way out of the shell.
 2. Most hens lay one egg every other day so they have a day to rest.
 3. A few years ago a good hen would lay about 200 eggs a year.
 4. Some farmers that lived on chicken farms found new ways to make a hen lay more eggs.
 5. Hens that eat more food can lay more eggs in a year.
 6. Prize winning hens that lay about 300 eggs a year are given blue ribbons at county fairs.
-
1. Even though George Washington Carver was born a slave, he was set free and later in life became a famous inventor.
 2. George's mother was kidnapped when he was a baby.
 3. George was raised by his owners, the Carvers, after the slaves were freed.
 4. George studied the plants on Mr. Carver's farm and learned how to grow good crops.
 5. George Washington Carver went to college and became a plant doctor and scientist.
 6. Carver used peanuts to invent over 300 products.
-
1. The Alamo is in San Antonio, Texas.
 2. The men used guns, knives and their fists to defend the Alamo.
 3. The battle lasted almost two weeks because the Texans would not give up.
 4. Davy Crockett and Jim Bowie were killed at the Alamo.
 5. The Mexican army with its 5,000 soldiers defeated the brave Texas soldiers.
 6. Texans will always remember the Alamo and its heroes on Texas Independence Day.

Objective: Students will use clue words to identify facts/details



Story Wheel #1



Objective: Students will use clue words to identify facts/details

Wall Ball

HOW ?

WHEN ?

WHAT ?

WHY ?

WHO ?

WHERE ?



Before class:

Cut out and laminate wall balls (pages 14-18)

Cut out and laminate cards with the six question words (page 19)

Directions:

Six people are "it". They each hold a card in front of the class with one of the six question words (how, what, who, why, when, where) printed on them.

The students at their seats will each have one sentence strip. A section of this sentence will be highlighted. The highlighted section will answer the "who, what, when, where, how or why" of the sentence. Starting with either team, the students will take turns "throwing" a sentence at the students who are "it". The student reading his/her sentence will identify which part is highlighted so that the "it" person can correctly identify the highlighted section.

After the sentence is read, the "it" person who thinks he/she has the right question word for that sentence steps forward. If the player does not have the right question word, he/she must trade places with the person who read the sentence. If the player has the right question word, he/she must phrase the question correctly. (EX. **Who writes children's books?**) If the player is correct, he/she keeps his/her place. If the question is asked incorrectly, the player changes places with the person who read the sentence.

Now it becomes the second player's turn to throw a sentence at the "it" students. The third player does not begin his/her turn until the second player's sentence has been answered correctly.



After reading the following selection, you will be asked a series of questions. These questions will be based on the material in the selection.

A Happy Birthday

Bill was seven years old. Tomorrow he would be eight! And, that was the day he had been waiting for. His grandparents were coming and would have a present for him. It was not going to be a surprise. Bill had picked it out himself. He had to get ready for this gift. It would take a lot of care and time.

Bill had joined a club that taught boys and girls about raising animals and farming. His friend, Sam, had a lamb and would show it at the county fair. He was sure it would win a blue ribbon. Each day after school Bill would help Sam feed and water his lamb. They would walk it around the barnyard. They had to clean and fluff its woolly coat. Bill knew raising an animal was a big job.

Bill had helped his dad build a barn behind their house. It took almost a year to finish it. Yesterday they built a place to feed his animal fresh hay in the barn. Bill was glad that he was able to spend most of the past summer at his grandparents' farm. That's where he learned the most about farming and animals. And, now he was ready for his very own cow. What a "Happy Birthday"!



1. Why would tomorrow be a special day for Bill?

- He was going to the fair.
- He was going to Bobby's house.
- It was his birthday.
- School was starting.

2. The reason why Bill learned all he could about animals was -

- so he could take care of the cow he was getting for his eighth birthday.
- so he could win a blue ribbon at the county fair.
- because he wanted to raise pigs.
- because he wanted a dog.

3. How did Bill learn about animals?

- He read books about farm animals.
- He spent most of the past summer at his grandparents' farm.
- He watched movies about animals.
- He visited an animal shelter.

4. When would Bill help Sam with his lamb?

- on Sunday afternoons
- every morning
- only on Saturdays
- every day after school

5. What was Bill's birthday gift from his grandparents?

- a lamb
- little piglets
- a horse
- a cow





Desserts

Facts/Details



Objective: Students will understand how a given fact can have many supporting details

Large Group Activity

The Great List Caper

Group size: large or small group

Materials: Facts and details list from page 29, pencils, paper, clipboards for groups (if available), large 3 minute timer.

Explanation: Today we are going to do a brainstorming activity that involves team cooperation. I will give you a fact, and your group must come up with details. (*Hint:* These details must **not** be confused with opinions.) Facts can be proven, and the details must support proven facts, not opinions. One person in each group will be the recorder, and after each round another person in the group will take the position.

Directions:

- Give paper and pencil to each recorder.
- The teacher will read the fact cards aloud.
- There will be a **silent** pause after reading each card before the timer is turned over.
- At the command, *Begin*, the timer will be turned over, and teams will begin brainstorming and listing details to go with the given fact.
- When the teacher says *Time*, the recorders may finish writing the detail that they are writing, but they may **not** begin a new one.
- Each team will score one point for each detail.
- Another team may challenge a detail after all of the details for a team have been read.
- If the challenging team is correct in their claim that a detail is not related to the fact, then they receive a point, and one point is removed from the defending team's score.
- If the challenging team is in error with their challenge, then they lose a point from their score.
- At the conclusion of the game, scores will be tallied and a winning team announced.



Desserts

Facts/Details



Objective: Students will understand how a given fact can have many supporting details

Writing Extension

The Great List Caper

Variation: This activity is perfect as a lead-in for developing supporting facts and details in a paragraph. For example: Have your students brainstorm school rules. Write their ideas on the board or overhead.

- When students are finished, show them how the different rules can be categorized into different paragraphs under the topic (main idea) School Rules.
- Using colored chalk or marker, circle all of the rules that apply to the classroom in red, all the rules that apply to the playground in green, etc. until all of the rules are in categories.
- Then demonstrate how each of these fit under a topic sentence such as “There are certain rules we must follow in our classroom.”
- Students then will select all of the rules circled in red and write complete sentences using these particular rules.
- Another paragraph will follow with the topic sentence: “Rules for the playground are important to follow.”
- Students will follow the same procedure until all of the categories are completed in paragraph form.
- After completing this assignment, students will have written a four to five paragraph paper with “School Rules” as the main idea.





Desserts

Facts/Details



Facts and Details List

The Great List Caper

FACTS LIST:
Primary

FAD TOYS

FIELD TRIPS

CAFETERIA
FOOD

SCHOOL BUS

MOVIES

PLANTS

WEATHER

CARTOONS

DOGS

CLOWNS

FACTS LIST:
Intermediate

ROLLER BLADING SWIMMING

SCHOOL DANCES HEALTHY EATING

CAFETERIA FOOD BICYCLE SAFETY

STUDY SKILLS SCHOOL RULES

MOVIES EARTHQUAKES

BASKETBALL MATH

WEATHER CRIME

TRANSPORTATION FOOTBALL

POLLUTION RUMORS

CLOTHES ELEPHANTS