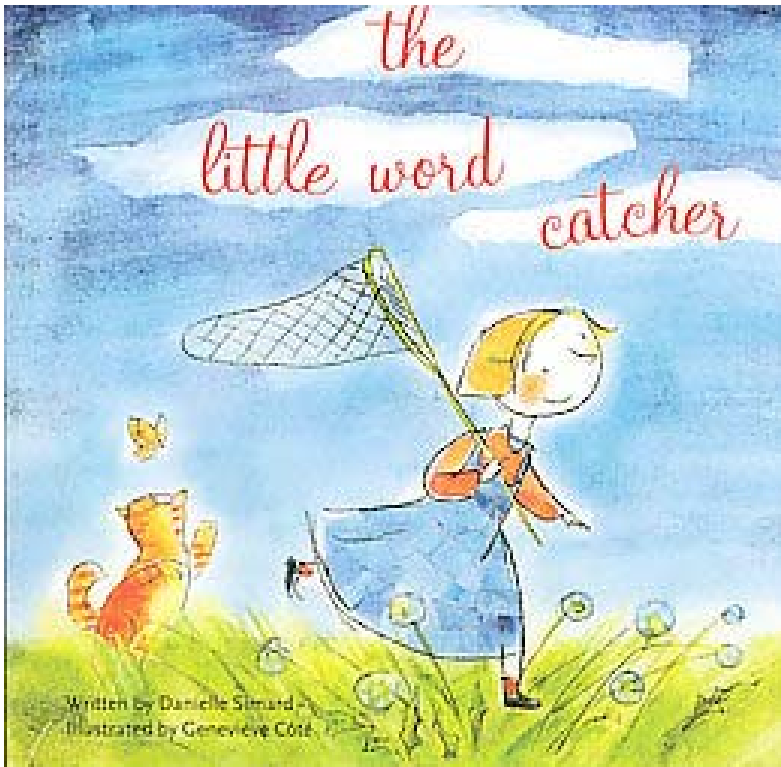


Social Issues and  
Culture

# THE LITTLE WORD CATCHER



Pathways  
Daily Lesson Guide

# **SOCIAL ISSUES AND CULTURE**

## **THE LITTLE WORD CATCHER**

### INTRODUCTORY MATERIALS



**Seventh-day Adventist Church in Canada**  
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# THE LITTLE WORD CATCHER

by Danielle Simard

## DAILY LESSON GUIDE FOR GRADE 2

By Michelle DeSilva and Kristin Pazitka

### INTRODUCTORY MATERIALS

#### SYNOPSIS

This warm story focuses on the effects of Alzheimer's on a family. Elise notices that Grandma is losing her words and this is making her mom sad. Elise's dad tries to explain, but Elise searches for her own answers, and concludes that her grandmother's words aren't really lost. Rather, her grandmother is giving her words to Elise as a gift.

#### AUTHOR/ILLUSTRATOR INFORMATION

Danielle Simard is an award-winning Canadian author who has written, and occasionally illustrated, more than 30 original books for young readers. She lives in Mercier, Quebec. Geneviève Côté won the Governor General's Award for Illustration in 2007 for her illustrations for *The Little Word Catcher*. She lives in Montréal, Quebec.

**Please note:** Though the content of this DLG is specific to this theme book, the descriptions of *Pathways* components (especially Management and Word Study) remain essentially unchanged.

## SOCIAL ISSUES AND CULTURE

*“Free those who are wrongly imprisoned; lighten the burden of those who work for you. Let the oppressed go free, and remove the chains that bind people. Share your food with the hungry, and give shelter to the homeless. Give clothes to those who need them, and do not hide from relatives who need your help....Then your light will shine out from the darkness, and the darkness around you will be as bright as noon.” Isaiah 58:6, 7, 10 (NLT)*

**Essential Question:** In what ways does God call us to respond to the needs of others?

**Big Idea:** God is worshipped when we react compassionately to the turmoil in our world.

| ADVENTIST WORLDVIEW                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creation—<br>What is God’s intention?                                                                                                                                                                                                                                                              | Fall—<br>How has God’s purpose been distorted?                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• God placed the Tree of Knowledge of Good and Evil in the midst of the Garden of Eden, permitting humans to exercise the power of choice</li> <li>• Everything in the Garden of Eden contributed to a peaceful coexistence</li> </ul>                      | <ul style="list-style-type: none"> <li>• Sin creates schisms between people and cultures</li> <li>• The quest for supremacy results in conflict and turmoil</li> <li>• Selfishness has led to coldness of heart, lack of compassion, and a hesitation to get involved</li> <li>• Secular ideologies clash with spiritual values</li> </ul> |
| Redemption—<br>How does God help us to respond?                                                                                                                                                                                                                                                    | Re-creation—<br>How can we be restored in the image of God?                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Jesus asks us to emulate Him in being servant leaders</li> <li>• He commissions us to advocate on behalf of those in crisis</li> <li>• God’s character shines forth when we sacrifice our time, resources, and talents to assist those in need</li> </ul> | <ul style="list-style-type: none"> <li>• God’s compassion will be revealed with the destruction and re-creation of the earth</li> <li>• Humans will once again experience a peaceful coexistence with each other and with God</li> </ul>                                                                                                   |

## NAD STANDARDS

| Reading Foundations                         |            |                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonics & Word Recognition                  | LA.2.RF.1  | Distinguish between long and short vowels when reading; know spelling-sound correspondences for common vowel teams; decode regularly spelled, two-syllable, long vowel words; decode words with common affixes; identify words with inconsistent spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3) |
| Fluency                                     | LA.2.RF.2  | Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.2.4a-b); recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3)                                                                                                                                        |
|                                             | LA.2.RF.3  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)                                                                                                                                                                                                                                                                                                 |
|                                             | LA.2.RF.4  | Use silent reading strategies                                                                                                                                                                                                                                                                                                                                                                               |
| Reading – Literature                        |            |                                                                                                                                                                                                                                                                                                                                                                                                             |
| Key Ideas & Details                         | LA.2.RL.1  | Demonstrate understanding of key details by asking and answering questions (RL.2.1)                                                                                                                                                                                                                                                                                                                         |
|                                             | LA.2.RL.2  | Retell stories from diverse cultures and determine the main idea(s) or lesson(s) (RL.2.2)                                                                                                                                                                                                                                                                                                                   |
|                                             | LA.2.RL.3  | Describe how characters in a story respond to major events and challenges (RL.2.3)                                                                                                                                                                                                                                                                                                                          |
|                                             | LA.2.RL.4  | Sequence story events                                                                                                                                                                                                                                                                                                                                                                                       |
| Craft & Structure                           | LA.2.RL.6  | Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action (RL.2.5)                                                                                                                                                                                                                                                                    |
|                                             | LA.2.RL.7  | Differentiate characters' points of view, including voice adaptation when reading dialogue aloud (RL.2.6)                                                                                                                                                                                                                                                                                                   |
| Integration of Knowledge & Ideas            | LA.2.RL.8  | Use illustrations and words in print or digital text to demonstrate understanding of story elements (RL.2.7)                                                                                                                                                                                                                                                                                                |
|                                             | LA.2.RL.10 | Predict story events and outcomes using picture clues and text                                                                                                                                                                                                                                                                                                                                              |
|                                             | LA.2.RL.11 | Distinguish between fantasy and reality, right and wrong, fact and opinion                                                                                                                                                                                                                                                                                                                                  |
|                                             | LA.2.RL.12 | Make connections between a text and personal life experiences                                                                                                                                                                                                                                                                                                                                               |
| Range of Reading & Level of Text Complexity | LA.2.RL.14 | Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed (RL.2.10)                                                                                                                                                                                                                                                                                                      |
|                                             | LA.2.RL.15 | Read literature for pleasure                                                                                                                                                                                                                                                                                                                                                                                |

| Writing                                 |           |                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text Types & Purposes                   | LA.2.W.1  | Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words (e.g. because, and, also), and provide a concluding statement (W.2.1)                                                                                       |
|                                         | LA.2.W.3  | Write narratives that recount a well-elaborated event or short sequence of events, include details (e.g., actions, thoughts, feelings), use temporal words to signal sequence, and provide a sense of closure (W.2.3)                                                                          |
| Production & Distribution of Writing    | LA.2.W.5  | With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)                                                                                                                                                                                 |
|                                         | LA.2.W.6  | With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.2.6)                                                                                                                                                             |
|                                         | LA.2.W.7  | Apply common conventions of handwriting (e.g., proper space between words, sentences, and paragraphs; margins)                                                                                                                                                                                 |
| Research to Build and Present Knowledge | LA.2.W.9  | Recall experiences or gather information from provided sources to answer a question (W.2.8)                                                                                                                                                                                                    |
| Range of Writing                        | LA.2.W.10 | Write routinely for a range of tasks, purposes, and audiences                                                                                                                                                                                                                                  |
| Speaking and Listening                  |           |                                                                                                                                                                                                                                                                                                |
| Comprehension and Collaboration         | LA.2.SL.1 | Participate in collaborative conversations in diverse groups; follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); link comments to others' remarks; ask for clarification and further explanation (SL.2.1) |
|                                         | LA.2.SL.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)                                                                                                                                                                |
|                                         | LA.2.SL.3 | Ask and answer questions about what a speaker says to clarify, gather additional information or depend understanding (SL.2.3)                                                                                                                                                                  |
| Presentation of Knowledge & Ideas       | LA.2.SL.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation (SL.2.4)                                                                                            |
|                                         | LA.2.SL.6 | Speak in complete sentences when appropriate to task and situation (SL.2.6)                                                                                                                                                                                                                    |
|                                         | LA.2.SL.7 | Demonstrate reverence when listening to God's Word and participating in prayer                                                                                                                                                                                                                 |
| Language                                |           |                                                                                                                                                                                                                                                                                                |
| Conventions of Standard English         | LA.2.L.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use collective nouns, irregular plural nouns; choose appropriate adjectives and adverbs; produce and expand complete simple and compound sentences (L.2.1)                              |

|                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | LA.5.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize proper nouns and initials; use commas in greetings and closings of letters; use apostrophes to form contractions and possessives; generalize learned spelling patterns; consult reference materials (e.g., beginning dictionary) as needed to check spellings (L.2.2)                                                                                                       |
| Knowledge of Language        | LA.5.L.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening                                                                                                                                                                                                                                                                                                                                                                                                  |
| Vocabulary Acquisition & Use | LA.5.L.4 | Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases (L.2.4) |
|                              | LA.2.L.5 | Demonstrate understanding of word relationships and nuances in word meanings: identify real-life connections between words and their use (e.g., describe foods that are spicy); distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny) (L.2.5)                                                                                                                                                                     |
|                              | LA.2.L.6 | Use words and phrases, including adjectives and adverbs, acquired through conversations, reading and being read to, and responding to texts (L.2.6)                                                                                                                                                                                                                                                                                                                                          |

## PROVINCIAL STANDARDS

### ALBERTA OUTCOMES

**General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

#### 1.1 Discover and Explore

Express ideas and develop understanding

- Contribute relevant ideas and information from personal experiences to group language activities
- Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts

Experiment with language and forms

- Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information

#### 1.2 Clarify and Extend

Consider the ideas of others

- Connect own ideas and experiences with those shared by others

**General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

#### 2.1 Use Strategies and Cues

**Use prior knowledge**

- Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning
- Use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning

**Use comprehension strategies**

- Use knowledge of oral language to predict words when reading stories and poems
- Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
- Identify the main idea or topic and supporting details of simple narrative and expository texts
- Read aloud with fluency, accuracy and expression
- Figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge

**Use textual cues**

- Preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning
- Use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading

**Use phonics and structural analysis**

- Apply phonic rules and generalizations to read unfamiliar words in context
- Use knowledge of word parts, contractions and compound words to read unfamiliar words in context

**Use references**

- Put words in alphabetical order by first letter
- Use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

#### 2.2 Respond to Texts

**Experience various texts**

- Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts
- Respond to mood established in a variety of oral, print and other media texts

#### **Construct meaning from texts**

- Connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- Retell the events portrayed in oral, print and other media texts in sequence
- Discuss, represent or write about interesting or important aspects of oral, print and other media texts
- Express thoughts or feelings related to the events and characters in oral, print and other media texts

#### **Appreciate the artistry of texts**

- Identify and use words and sentences that have particular emotional effects
- Identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights

### **2.3 Understand Forms, Elements and Techniques**

#### **Understand techniques and elements**

- Identify main characters, places and events in a variety of oral, print and other media texts
- Identify how pictures, illustrations and special fonts relate to and enhance print and other media texts

### **2.4 Create Original Text**

#### **Generate ideas**

- Use own and respond to others' ideas to create oral, print and other media text

#### **Elaborate on the expression of ideas**

- Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts

**General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.

### **3.2 Select and Process**

- Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community

### **3.3 Organize, Record, Evaluate**

- Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order

### **3.4 Share and Review**

- Share, with familiar audiences, ideas and information on topics

**General Outcome 4:** Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

### **4.1 Enhance and Improve**

- Check for capital letters, punctuation at the end of sentences and errors in spelling
- Develop categories of words associated with experiences and topics of interest

### **4.2 Attend to Conventions**

- Write complete sentences, using capital letters and periods
- Identify nouns and verbs, and use in own writing
- Identify adjectives and adverbs that add interest and detail to stories
- Use capital letters for proper nouns and at the beginning of sentences in own writing

### **4.3 Present and Share**

- Present ideas and information by combining illustrations and written texts
- Speak in a clear voice, with appropriate volume, at an understandable pace and with expression
- Show enjoyment and appreciation during listening and viewing activities

**General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

#### **5.1 Respect Others and Strengthen Community**

- Ask for and provide clarification and elaboration of stories and ideas
- Discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities
- Participate in shared language experiences to acknowledge and celebrate individual and class accomplishments

#### **5.2 Work Within a Group**

- Work in a variety of partnerships and group structures
- Contribute relevant information and questions to extend group understanding of topics and tasks
- Stay on topic during class and group discussions

### **BRITISH COLUMBIA**

#### **Oral Language (Purposes)**

A1. Uses speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on a topic, making connections, completing tasks, engaging in play

A2. Use speaking to explore, express and present ideas, information, and feelings, by staying on topic in a focused discussion recounting experiences in a logical sequence retelling stories, including characters, setting, and plot reporting on a topic with a few supporting facts and details sharing connections made

#### **Oral Language (Strategies)**

A4. Use strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding taking turns as speaker and listener

A6. Use strategies when listening to make and clarify meaning, Including making a prediction, focusing on the speaker, asking questions, recalling main ideas

#### **Oral Language (Thinking)**

A7. Demonstrate enhanced vocabulary knowledge and usage

A8. Engage in speaking and listening activities to develop deeper understanding of texts

A9. Use speaking and listening to develop thinking, by acquiring new ideas, making connections inquiring comparing and contrasting summarizing (recognize differing viewpoints, with **teacher support**)

#### **Oral Language (Features)**

A12 Recognize the structures and patterns of language in oral **texts**, including word families, root words, rhyme, structural sequencing cues

#### **Reading and Viewing (Purposes)**

B1. Read fluently and demonstrate comprehension of **grade-appropriate** literary **texts** (e.g., stories, legends, poems)

B3. Read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase **fluency** and comprehension

#### **Reading and Viewing (Strategies)**

B5. Use strategies before reading and viewing, including accessing prior knowledge to make connections, making predictions, asking questions, setting a purpose

B6 Use strategies during reading and viewing to construct, monitor, and confirm meaning, including predicting and making connections, visualizing, figuring out unknown words, self-monitoring and self-correcting retelling and beginning

B7 Use strategies after reading and viewing to confirm and extend meaning, including rereading or “re-

viewing”, discussing with others retelling and beginning to summarize, sketching, writing a response

### **Reading and Viewing (Thinking)**

B8 Respond to selections they read or view by, expressing an opinion supported with reasons, making **text-to-self**, **text-to-text**, and **text-to-world** connections

### **Reading and Viewing (Features)**

B11. Recognize and derive meaning from the **structures** and **features** of **texts**, including **concepts about print** and **concepts about books** elements of stories (e.g., character, setting, problem, solution), **‘text features’**, the vocabulary associated with **texts** (e.g., pictures, headings, table of contents, key facts)

### **Writing and Representing (Purposes)**

C1 Create personal writing and representations that express connections to personal experiences, ideas, likes and dislikes, featuring **ideas** developed through the use of relevant details that connect to a topic, **sentence fluency** using some variety in sentence length and pattern, developing **word choice** by using some varied and descriptive language, developing **voice** by showing some evidence of individuality, a logical **organization**

C3 Create imaginative writing and representations sometimes based on models they have read, heard, or viewed, featuring **ideas** developed through the use of details that enhance the topic or **mood**, **sentence fluency** using sentence variety, dialogue, phrases, and poetic language developing **word choice** by using some varied descriptive and sensory language, developing **voice** by showing some evidence of individuality, an **organization** that includes a well-developed beginning and logically ordered, imaginative ideas or details

### **Writing and Representing (Strategies)**

C4 Use strategies before writing representing, including: setting a purpose, identifying an audience, participating in developing class-generated criteria, generating, selecting, developing, and organizing, ideas from personal interest, prompts, models of good literature, and/or graphics

C5 Use strategies during writing & representing to express thoughts, including: referring to class-generated criteria, referring to word banks, examining models of literature/visuals, **revising** and **editing**

C6 Use strategies after writing representing to improve their work, including: checking their work against established criteria, **revising** to enhance a writing trait (e.g., **ideas**, **sentence fluency**, **word choice**, **voice**, **organization**) **editing** for **conventions** (e.g., capitals, punctuation, spelling)

### **Writing and Representing (Thinking)**

C7. Use writing & representing to express personal responses and opinions about experiences or **text**

C8. Use writing and representing to extend thinking by presenting new understandings in a variety of **forms** (e.g., comic strip, poem, skit, **graphic organizer**)

### **Writing and Representing (Features)**

C10. Use some features and conventions of language to express meaning in their writing and representing

## **MANITOBA**

**General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

### **1.1 Discover and Explore**

#### **1.1.1 Express Ideas**

Make and talk about personal observations and predictions.

**General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

### **2.1 Use Strategies and Cues**

#### **2.1.1 Prior Knowledge**

Make connections between texts, prior knowledge, and personal experiences.

#### **2.2.3 Appreciate the Artistry of Text**

Identify and express the feelings of people in oral, literary, and media texts.

## **2.3 Understand Forms and Techniques**

### **2.3.2 Techniques and Elements**

Identify the main characters and discuss in own words the beginning, middle, and ending of oral, literary, and media texts.

### **2.3.5 Create Original Texts**

Create original texts [such as oral or written stories, pictures, dramatizations...] to communicate and demonstrate understanding of forms and techniques.

**General Outcome 4:** Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

## **4.1 Generate and Focus**

### **4.1.3 Organize Ideas**

Order ideas to create a beginning, middle, and end in own oral, written, and visual texts.

## **4.2 Enhance and Improve**

### **4.2.1 Appraise Own and Others' Work**

Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria.

## **4.3 Attend to Conventions**

### **4.3.1 Grammar and Usage**

Check for word for beginning, middle, and end.

### **4.3.2 Spelling (see Strategies)**

Spell familiar words using a variety of strategies [including phonics, structural analysis, & visual memory] and resources [such as personal dictionaries, classroom charts, help from others...].

### **4.3.3 Punctuation and Capitalization**

Use periods and question marks as end punctuation.

**General Outcome 5:** Students will listen, speak, read, write, view, and represent to celebrate and to build community.

## **5.1 Develop and Celebrate Community**

### **5.1.1 Compare Responses**

Tell, draw, and write about self, family, and community.

### **5.1.4 Celebrate Special Occasions**

Participate in shared language experiences to celebrate individual and class achievements.

## **NOVA SCOTIA**

2.1 Participate in conversation, small-group and whole-group discussion understanding when to speak and when to listen

2.4 Engage in and respond to a variety of oral presentations and other texts

4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning

6.1 Make personal connections to texts and describe, share, and discuss their reactions and emotions

7.3 Respond critically to texts (identify the point of view, etc.)

8.1 Use writing and other forms of representation to formulate questions, generate and organize language and ideas, discover and express personal attitudes and opinions, express feelings and imaginative ideas, record experiences, explore how and what they learn

8.3 Experiment with language choices in imaginative writing and other ways of representing

10.1 Experiment with a range of prewriting, drafting, revising, editing, proofreading strategies

10.2 Use some conventions of written language

10.3 Demonstrate engagement with the creation pieces of writing and other representation

## **ONTARIO**

### **Oral Communication**

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

- 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details
- 1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
- 1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view.

### **Reading**

- 1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
  - 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details
  - 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them
  - 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
  - 1.7 identify the main idea and some additional elements of texts
  - 1.8 express personal thoughts and feelings about what has been read
  - 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives
- 2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
  - 2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand text
- 3. Use knowledge of words and cueing systems to read fluently;
  - 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience

### **Writing**

- 1. Generate, gather, & organize ideas and information to write for an intended purpose & audience;
  - 1.2 generate ideas about a potential topic, using a variety of strategies and resources
  - 1.4 sort ideas and information for their writing in a variety of ways, with support and direction
  - 1.5 identify and order main ideas and supporting details, using graphic organizers
- 2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
  - 2.1 write short texts using several simple forms
  - 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience
  - 2.3 use familiar words and phrases to communicate relevant details
  - 2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic
  - 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice
  - 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies
- 3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
  - 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks

- 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time
  - 3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference
  - 4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
- Media Literacy**
- 1. Demonstrate an understanding of a variety of media texts;
    - 1.5 identify, initially with support and direction, whose point of view (e.g., that of the hero, the villain, the narrator) is presented in a simple media text and suggest how the text might change if a different point of view were used
  - 3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
    - 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

## QUEBEC

### Conventions of Written and Media Language

#### A. Understanding the Conventions of Written Language

The student understands and applies conventions of written language to express thoughts, ideas and information for a specific purpose and audience, in own reading and writing:

- 1. Grammar (sentence structure and syntax)
  - a. Writes sentences in an order that supports a main idea or story
- 2. Usage Conventions (agreement and word choice)
  - a. Uses vocabulary and/or terminology related to the type of writing
  - c. Selects words that convey the intended meaning and create a picture in the reader's mind
- 3. Mechanics (spelling, capitalization and punctuation)
  - a. Capitalization
    - i. Applies capitalization rules: the first word in a sentence, proper nouns
  - b. Punctuation
    - i. Applies end punctuation rules: period, question mark, exclamation point

#### B. Producing and Interpreting Media Texts

The student interprets and uses some common conventions of media language to connote meaning(s)/message(s) in a specific context/situation:

- 3. Visuals that convey information and/or ideas, such as timelines, graphs, graphics in comic books

### Language-Learning Processes

#### A. A Response Process

In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text:

- 1. Pre-reading/Viewing
  - a. Understands the purpose for reading, listening to and/or viewing
  - b. Uses prior knowledge
  - c. Previews the text
- 2. During Reading/Viewing
  - a. Makes explicit connections between own personal experiences and story experiences

#### B. The Writing Process

In a given context or situation, the student understands how to apply stages of the writing process to write a text:

- 2. Drafting, i.e. initial version(s) of texts

- c. Uses a structure that fits the type of writing (e.g. letter format, narrative)
- 3. Revision, i.e. making changes to content of text and/or message and/or meaning
- 4. Editing, i.e. rearranging/re-ordering what has already been written and proofreading
  - a. Checks for spelling, punctuation and capitalization

### **Text Types, Structures and Features**

#### **A. Narrative and Literary Texts**

- 1. Required Text Type
  - c. Writing and Media Production
    - i. Stories based on ideas, experiences and events

#### **2. Structures and Features**

The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to and producing spoken and written texts.

- a. Spoken and Written Texts
  - i. Plot structures and features
  - ii. Characterization
  - iii. Setting
  - iv. Other features of narrative

### **SASKATCHEWAN**

#### **Compose and Create (CC)**

Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., My Family and Friends); community (e.g., Our Community); social responsibility (e.g., TV Ads for Children) and make connections to own life.

CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences

#### **Assess and Reflect (AR)**

Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, presenters, speakers, and writers, and set goals for future improvement.

### **SUGGESTED THEME WORDS**

*misplaces, miraculously, wonder, guesser, grandmother, laughing, rummaging, remember, strange, catcher*

### **WRITING FORMATS**

Paragraph writing, narrative writing, cinquain poetry, interviews, life sketch/timelines of grandparents, thank you/friendship cards, class book

## ACROSS THE CURRICULUM

**ART:** aging craft, design cards, mosaic craft, portraits

**BIBLE:** honouring family, passing on spiritual heritage,

**DRAMA:** role playing

**MUSIC:** grandparent songs

**SCIENCE:** human brain, Alzheimer's disease

**SOCIAL STUDIES:** the elderly, map skills, locating grandparents' country of origin, family trees

## SPIRITUAL CONNECTIONS

### Spiritual Connection

This thematic unit emphasizes the relationship God created between children and their grandparents. It includes information about the aging process and Alzheimer's disease. This unit is designed to help students realize they can play a key role in helping their aging grandparents live a quality life as they deal with the symptoms of aging.

## WHOLE-BOOK ACTIVITIES

Option 1: Create a "Grandparents" bulletin board. Place a world map on the bulletin board; display pictures of your students around the map. Attach a string connecting children to their grandparents' countries of origin.

Option 2: Display students' self-portrait aging crafts along with their cinquain poems describing grandparents.

### FAMILY TREES

Students will study family origins and create family trees.

### WRITING FOLDER

Students will use their writer's workshop folders to store narrative stories.

### CLASS BOOK

Students will create a class fieldtrip memory book. Each child will author and illustrate one page in this class book.

### CULMINATING ACTIVITY

Plan a Grandparent's Day Celebration. Invite grandparents to come to school for the morning; have students bring their grandparents' favourite treats to share with classmates. Plan a program that may include poems, songs, grandparent show 'n tell, grandparent and student reading time, joint crafts, and games time.

## MANAGEMENT

The activities in this *Daily Lesson Guide* are varied in nature and include whole-class instructions, partner activities, and small group activities.

Upon finishing this unit, do not feel you must immediately begin the next unit. Take time between units to increase time spent with Guided Reading groups and Reading Workshop

activities. Use conference approved resources and materials to supplement your Guided Reading program.

## DIFFERENTIATED INSTRUCTION

In this unit you will find suggestions for adaptations described for struggling students. All students should have access to reading materials at their independent and instructional levels. It is the teacher's responsibility to differentiate instruction and ensure they are meeting all outlined requirements in students' Individual Education Plans.

## TIMELINE FOR UNIT

Pathways units are designed to last approximately one month. Use your professional judgement to determine when you have met all target skills objectives and provincial requirements. Notice that this unit contains eight sessions. As you progress through the unit, incorporate Guiding Reading groups, Reading Workshop and Writer's Workshop. Use your conference approved Guided Reading books as well as other early-reading materials available in your school. Start the groups with books most appropriate to students' reading needs and levels. Please note most sessions will last more than one day.

### *Pathways Suggested Daily Schedule for Grades 1 and 2*

| <b>NUMBER OF MINUTES</b> | <b>TASK</b>                                                                                                                                               |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 50                       | Daily Routine <ul style="list-style-type: none"><li>• Daily Oral Language</li><li>• Phonics/Word Study</li><li>• Handwriting</li><li>• Spelling</li></ul> |
| 60                       | Reading Instruction <ul style="list-style-type: none"><li>• Thematic Study</li><li>• Guided Reading</li></ul>                                             |
| 20                       | Reading Workshop                                                                                                                                          |
| 15                       | Writing Workshop                                                                                                                                          |
| 15                       | Daily Read-Aloud                                                                                                                                          |
| <b>160</b>               | <b>Total</b>                                                                                                                                              |

## Pathways Expanded Sample Daily Schedule for Grades 1 and 2

| NO. OF MINS | TASK                                                             | CURRICULUM FOCUS                                                                                                                         | PROCEDURE                    | GROUPING                                          | COMPONENT/ RESOURCES                                                                             |
|-------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 50          | Daily Routine                                                    | <ul style="list-style-type: none"> <li>Daily Oral Language</li> <li>Phonics/Word Study</li> <li>Handwriting</li> <li>Spelling</li> </ul> | Teacher-directed             | Whole class                                       | <i>Chall-Popp Phonics</i><br>Phonics readers<br><i>Daily Lesson Guide</i> (DLG)<br>DOL sentences |
| 60          | Reading Instruction                                              | <ul style="list-style-type: none"> <li>Comprehension Strategies</li> <li>Cross-curricular Integration</li> </ul>                         | Teacher-directed             | Whole class                                       | <i>Daily Lesson Guide</i> (DLG)<br>Theme book                                                    |
|             | <ul style="list-style-type: none"> <li>Guided Reading</li> </ul> | <ul style="list-style-type: none"> <li>Comprehension Strategies</li> <li>Fluency</li> </ul>                                              | Teacher-directed             | Flexible small groups; similar proficiency levels | <i>Seedlings Readers</i><br>Other leveled books                                                  |
| 20          | Reading Workshop                                                 | <ul style="list-style-type: none"> <li>Skills</li> <li>Comprehension Strategies</li> </ul>                                               | Mini-lessons<br>Conferencing | Individuals<br>Pairs<br>Small groups              | Classroom/library books (aligned with unit theme when possible)                                  |
| 15          | Writing Workshop                                                 | <ul style="list-style-type: none"> <li>Writing Process</li> <li>Writing Genre</li> <li>Grammar and Conventions</li> </ul>                | Mini-lessons<br>Conferencing | Individuals<br>Pairs<br>Small groups              | <i>Writer's Handbook</i>                                                                         |
| 15          | Daily Read-Aloud                                                 | <ul style="list-style-type: none"> <li>Motivation</li> <li>Comprehension</li> <li>Fluency</li> </ul>                                     | Teacher modeling             | Whole class                                       | High-interest teacher-selected book                                                              |
| <b>160</b>  | <b>Total Minutes</b>                                             |                                                                                                                                          |                              |                                                   |                                                                                                  |

## PARENT NEWSLETTER

Blackline Master 2 includes a sample letter that may be sent to families at the beginning of the unit. This parent newsletter introduces parents to the unit theme, theme book, and activities.

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



**Pathways Newsletter**

Dear family,

We are beginning a unit about grandparents, and our theme book will be *The Little Word Catcher* by Danielle Simard. This story sensitively teaches children about aging and Alzheimer's as seen through the eyes of a child whose grandmother is beginning to forget words. Students will also learn about their heritage, their families, compassion, and how God calls us to respond to the needs of others.

Please send a picture(s) of your child's grandparents to school. Please don't send a picture that is valuable or irreplaceable. If it isn't possible for you to send a picture of grandparents, select a picture of another elderly person in your child's life (aunt, uncle, neighbor).

Please help your child answer the following questions and have him or her bring the completed questionnaire back to school.

- How old are your grandparents?
- In what countries or provinces/states did your grandparents grow up?
- Do your parents or grandparents speak a language other than English? If so, which language?

As the unit progresses, your child will be asked to interview one of his or her grandparents and write about what he or she discovers. You will need to help your child gather this information when the interview is assigned.

While we are working on this unit, please encourage your child to read other grandparent-related books at home.

Thank you for your interest and support. If there are parents or grandparents who would be interested in visiting our classroom to share information about their country of origin, please contact me. Please return this letter with the information above completed and the picture(s) by \_\_\_\_\_.

Sincerely,

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## ASSESSMENT

Students are assessed on their ability to:

- Identify main ideas and supporting details
- Compose paragraphs with topic sentences and supporting details
- Alphabetize words
- Identify synonyms
- Read and write words with suffixes
- Write a short narrative with a strong lead
- Add voice to their writing by “showing” instead of “telling”

The following optional rubrics have been included in the Blackline Masters section of this DLG:

- Narrative Writing (Blackline 26)
- Oral Presentation (Blackline 27)
- Self-Assessment Listening (Blackline 28)
- Oral Reading (Blackline 29)

## WORD STUDY (Adapted from I Miss Grandpa DLG, pp. 6-8; © Kendall/Hunt Publishing Company)

### GENERAL IDEAS

**WORD WALL:** Continue building your Word Wall. Add four or five new words each week. Organize your words in alphabetical order. You might want to write the vowels in red and the consonants in black. Remind students that once a word is posted on the wall, you expect that your student “authors” will use it correctly in their writing. In the Teacher Manual you will find a list of high-frequency words that can help guide your selection.

#### SUGGESTED HIGH-FREQUENCY WORD WALL WORDS:

- **Week 1:** *question, truck, won, have*
- **Week 2:** *write, jump, eat, line*
- **Week 3:** *rain, it's, don't, talk*
- **Week 4:** *night, use, so, city*

**THEME BOARD:** Designate a special place in the classroom for a Theme Board (chart paper) where you post words that relate to the unit theme. Words collected on the Theme Board are different from the Word Wall words. Rather than high-utility, high-frequency words, these words are more specific to the theme and assist students in writing about the theme.

#### Theme Board Words

|              |           |
|--------------|-----------|
| misplaces    | laughing  |
| miraculously | rummaging |
| wonder       | remember  |
| guesser      | strange   |
| grandmother  | catcher   |

**STRATEGY INSTRUCTION:** Continue to focus on reading strategies so that students gain the confidence to figure out words for themselves. Remember: If readers never have opportunities to correct their own errors, they have little chance of employing strategies essential for independence. Through prompting, students will begin considering these questions for themselves and applying strategies on their own.

#### **WORD PROMPTS**

- Why did you stop reading?
- Look at the first letters.
- What word would make sense here?
- Leave the word out and read to the end of the sentence. What word would fit?
- Do you know another word that looks like this word? (Remind students of a particular type of word.)
- Do you know a word that has the same pattern of letters in it?
- Do you know another word that starts or ends with these same letters?
- You made a word mistake in this sentence. Can you find it?
- Try it again. What word sounds right?

#### **MEANING PROMPTS**

- Does this make sense?
- What do you think will happen next?
- Does that sound right?
- Try again. What would make sense?
- How can you help yourself?
- You almost have it! What can you do now?

#### **SELF-CORRECTION STRATEGIES**

- I liked the way you figured that out.
- Can you find your mistake?
- I am not sure that sounded right. Read it again.
- You almost have this right. Try again.

### **DAILY ROUTINE**

In this unit, students will study prefixes and suffixes, synonyms, antonyms, and homonyms, as well as use decoding, word analysis, and context to read stories and sentences. The Daily Routine includes Daily Oral Language, phonics activities, spelling, and handwriting. These routines are designed to be quick mini-lessons. Each part of the routine is designed to teach and reinforce specific phonological elements.

Use the Word Study activities in the Daily Lesson Guide in a flexible manner. However, it is important to follow the sequence in which the letters and sounds are presented, as this sequence has been systematically developed with strong support from research.

**DAILY ORAL LANGUAGE (DOL):** Daily Oral Language, along with the other grammar activities in this theme, will help students understand the grammatical structure of sentences. DOL is designed to reinforce concepts found in the North American Division Integrated Language Arts Curriculum Guide, K-8 and can lead students beyond minimum understanding to expand their knowledge of the English language.

There are two DOL sentences for each day of the week starting in Theme 4 of first grade. Teachers should place these sentences on a board, overhead, or Powerpoint. At the beginning of the school year, DOL sentences should be completed as a class. As students progress through the year, more independence can be encouraged. Correct grammatical terminology (noun, verb, etc.) should be implemented during this time. When editing the sentences, have the students use the appropriate common editing marks (see Blackline 3).

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

**Common Editing Marks**

| Symbol | Meaning                            | Examples                               |
|--------|------------------------------------|----------------------------------------|
| ○      | Check spelling                     | The <u>cat</u> sat on the <u>mat</u> . |
| ↖      | Delete or remove                   | She walked the <del>dog</del> .        |
| △      | Add a letter, word, sentence, etc. | I took a <u>trip</u> to <u>Paris</u> . |
| ⊙      | Add a period                       | She walked home.                       |
| ↗      | Add a comma                        | The dog, cat, and bird were pets.      |
| ↘      | Add an apostrophe                  | The <u>cat's</u> armoire was huge.     |
| ≡      | Make a capital letter              | <u>S</u> he sat on the <u>mat</u> .    |
| /      | Make the letter lowercase          | <u>s</u> he sat on the <u>mat</u> .    |
| ( )    | Circle some space                  | That was <u>      </u> bad.            |
| ¶      | Make a paragraph break here        | Begin new paragraph here.              |

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| <b>Week 1</b>                                               |                                                                  |                                                                                                                                                                      |
|-------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STUDENT SENTENCES</b>                                    | <b>CORRECTED SENTENCES</b>                                       | <b>CONCEPTS</b>                                                                                                                                                      |
| 1. grandma doughnut are the best                            | 1. Grandma's doughnuts are the best.                             | Capitalize sentence beginning<br>Apostrophe and s to show possession<br>Subject/verb agreement<br>Punctuate sentence ending                                          |
| 2. on sabbath grandma and grandpa took us to church         | 2. On Sabbath Grandma and Grandpa took us to church.             | Capitalize sentence beginning<br>Capitalize proper nouns<br>Verb tense<br>Punctuate sentence ending                                                                  |
| 3. i look to look at grandma garden                         | 3. I like to look at Grandma's garden.                           | Capitalize sentence beginning (and I)<br>Capitalize proper noun<br>Apostrophe and s to show possession<br>Punctuate sentence ending                                  |
| 4. misa study about birds at harvest adventist school       | 4. Misa studies about birds at Harvest Adventist School.         | Capitalize proper nouns.<br>Change y to i, add es<br>Punctuate sentence ending                                                                                       |
| 5. elise grandma lose her words                             | 5. Elisa's grandma lost her words.                               | Capitalize sentence beginning<br>Apostrophe and s to show possession<br>Verb tense<br>Punctuate sentence ending                                                      |
| 6. grandma words were not like old dress that were worn out | 6. Grandma's words were not like old dresses that were worn out. | Capitalize proper title/noun and sentence beginning<br>Suffix -es<br>Punctuate sentence ending                                                                       |
| 7. uncle joe truck hits a bump                              | 7. Uncle Joe's truck hit a bump.                                 | Capitalize proper nouns<br>Apostrophe and s to show possession<br>Verb tense<br>Punctuate sentence ending                                                            |
| 8. ill take your swimming in the river said zory            | 8. "I'll take you swimming in the river," said Zory.             | Capitalize sentence beginning/I<br>Apostrophe in contraction<br>Use of you and your<br>Punctuate conversation<br>Capitalize proper noun<br>Punctuate sentence ending |
| 9. mrs mann said it was clear a great day                   | 9. Mrs. Mann said it was clearly a great day.                    | Capitalize sentence beginning/title<br>Period in abbreviated titles<br>Suffix -ly<br>Punctuate sentence ending                                                       |
| 10. we went to two funeral in two week                      | 10. We went to two funerals in two weeks.                        | Capitalize sentence beginning<br>Suffix -s to show plural (two times)<br>Punctuate sentence ending                                                                   |

| <b>Week 2</b>                                                                       |                                                                                     |                                                                                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STUDENT SENTENCES</b>                                                            | <b>CORRECTED SENTENCES</b>                                                          | <b>CONCEPTS</b>                                                                                                                                       |
| 1. aunt emma made quilts apple dolls and rag rugs                                   | 1. Aunt Emma made quilts, apple dolls, and rag rugs.                                | Capitalize proper nouns<br>Commas in a series<br>Punctuate sentence ending                                                                            |
| 2. grandma agnes and me made a doll from a book called little women                 | 2. Grandma Agnes and I made a doll from a book called <u>Little Women</u> .         | Capitalize proper nouns<br>Use of me and I<br>Capitalize book title<br>Underline book title<br>Punctuate sentence ending                              |
| 3. aunt lily and uncle harry will stay at hour house for thanksgiving and christmas | 3. Aunt Lily and Uncle Harry will stay at our house for Thanksgiving and Christmas. | Capitalize proper noun<br>Use of homophones<br>Capitalize holidays<br>Punctuate sentence ending                                                       |
| 4. we like to make things from rocks corncobs and leaves                            | 4. We like to make things from rocks, corncobs, and leaves.                         | Capitalize sentence beginning<br>Commas in a series<br>Punctuate sentence ending                                                                      |
| 5. ive always wanted to see victoria british columbia                               | 5. I've always wanted to see Victoria, British Columbia.                            | Capitalize sentence beginning<br>Apostrophe in contraction<br>Capitalize proper nouns<br>Comma between city and province<br>Punctuate sentence ending |
| 6. careful we cross the road                                                        | 6. Carefully we cross the road.                                                     | Capitalize sentence beginning<br>Suffix -ly<br>Punctuate sentence ending                                                                              |
| 7. many of grandma words got lost                                                   | 7. Many of Grandma's words got lost.                                                | Capitalize sentence beginning<br>Capitalize proper nouns<br>Apostrophe and -s show possession<br>Punctuate sentence ending                            |
| 8. grandma forgot it was sunday                                                     | 8. Grandma forgot it was Sunday.                                                    | Capitalize sentence beginning<br>Capitalize the days of the week<br>Punctuate sentence ending                                                         |
| 9. grandmas words got lost often                                                    | 9. Grandma's words got lost often.                                                  | Capitalize sentence beginning<br>Apostrophe and -s to show possession<br>Punctuate sentence ending                                                    |
| 10. when we get to heaven our bodys will be healthy                                 | 10. When we get to heaven our bodies will be healthy.                               | Capitalize sentence beginning<br>Change y to i, add -es.<br>Punctuate sentence ending                                                                 |



|                                                                     |                                                                       |                                                                                                             |
|---------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 10. dad said that flowers my cat and living room furniture gets old | 10. Dad said that flowers, my cat, and living room furniture get old. | Capitalize sentence beginning<br>Capitalize proper nouns<br>Commas in a series<br>Punctuate sentence ending |
|---------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

| <b>WEEK 4</b>                                             |                                                              |                                                                                                                                                       |
|-----------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STUDENT SENTENCES</b>                                  | <b>CORRECTED SENTENCES</b>                                   | <b>CONCEPTS</b>                                                                                                                                       |
| 1. my ice cream is big than emily ice cream               | 1. My ice cream is bigger than Emily's ice cream.            | Capitalize sentence beginning<br>Comparative adjective<br>Capitalize proper noun<br>Apostrophe and -s to show possession<br>Punctuate sentence ending |
| 2. josh runs fast of all                                  | 2. Josh runs fastest of all.                                 | Capitalize sentence beginning<br>Comparative adverb (superlative)<br>Punctuate sentence ending                                                        |
| 3. yesterday we walk to the store                         | 3. Yesterday we walked to the store.                         | Capitalize sentence beginning<br>Verb tense<br>Punctuate sentence ending                                                                              |
| 4. did grandma found her keys quick                       | 4. Did grandma find her keys quickly?                        | Capitalize sentence beginning<br>Capitalize proper nouns<br>Verb tense<br>Use adverb correctly (-ly ending)<br>End sentence with a question mark      |
| 5. the bunnys hopped under the porch                      | 5. The bunnies hopped under the porch.                       | Capitalize sentence beginning<br>Make plural by changing y to i and adding -es<br>Punctuate sentence ending                                           |
| 6. grandma smiled happy when elise found her missing word | 6. Grandma smiled happily when Elise found her missing word. | Capitalize sentence beginning<br>Suffix -ly<br>Punctuate sentence ending                                                                              |
| 7. chloe went swimming kayaking and surfing               | 7. Chloe went swimming, kayaking, and surfing                | Capitalize sentence beginning<br>Commas in series<br>Punctuate sentence ending                                                                        |
| 8. grandma is old than elise                              | 8. Grandma is older than Elise.                              | Capitalize sentence beginning<br>Comparative adjective<br>Capitalize proper noun<br>Punctuate sentence ending                                         |
| 9. i like to eat fry burgers and ice cream                | 9. I like to eat fries, burgers, and ice cream.              | Capitalize sentence beginning<br>Change y to i, add es<br>Commas in series<br>Punctuate sentence ending                                               |
| 10. grandmas words werent hiding in her purse             | 10. Grandma's words weren't hiding in her purse.             | Capitalize sentence beginning<br>Use an apostrophe to show possession<br>Use an apostrophe in a contraction<br>Punctuate sentence ending              |

**PHONICS:** *Chall-Popp Phonics* provides teaching strategies that focus on individual sounds and then teaches the letter-sound relationships. Level C of *Chall-Popp Phonics* is designated as the text for students in grade two. Teachers may select activities that meet the developmental needs of their students.

**SPELLING:** The spelling lists support the phonics study taught as part of the daily sessions. You may want to have different spelling lists for different groups. Challenge your more advanced students with words from the literature theme. The following sight words should be added to your spelling routine throughout the school year: *the, of, a, to, in, is, said, it, you, I, me, we us, my, he, she, for, was, on, are, as, be, by, had, all, will, up, so, see, with, out, did, now, like, not, how, from.*

## Teacher Manual

Suggested methods for the student to study their words are located in the *Teacher Manual*.

### SPELLING LISTS FOR UNIT 9

| Week 1     | Week 2     | Week 3    | Week 4 |
|------------|------------|-----------|--------|
| A          | A          | A         | A      |
| 1. ease    | 1. ready   | 1. chew   | Review |
| 2. bead    | 2. feather | 2. grew   |        |
| 3. leak    | 3. grow    | 3. stew   |        |
| 4. tow     | 4. low     | 4. threw  |        |
| 5. chow    | 5. anyhow  | 5. cloud  |        |
| 6. vowel   | 6. nook    | 6. mouth  |        |
| 7. boom    | 7. brook   | 7. ouch   |        |
| 8. room    | 8. grief   | 8. pause  |        |
| 9. dried   | 9. brow    | 9. sauce  |        |
| 10. tried  | 10. deaf   | 10. cause |        |
| 11. second | 11. lower  | 11. some  |        |
| 12. then   | 12. lever  | 12. with  |        |

| B          | B         | B           | B      |
|------------|-----------|-------------|--------|
| 1. eat     | 1. heaven | 1. few      | Review |
| 2. bean    | 2. ahead  | 2. drew     |        |
| 3. mislead | 3. cow    | 3. new      |        |
| 4. now     | 4. show   | 4. flew     |        |
| 5. crown   | 5. crowd  | 5. crew     |        |
| 6. tool    | 6. book   | 6. shout    |        |
| 7. soon    | 7. took   | 7. pouch    |        |
| 8. too     | 8. allow  | 8. south    |        |
| 9. die     | 9. row    | 9. loud     |        |
| 10. lie    | 10. brief | 10. haul    |        |
| 11. drop   | 11. fast  | 11. through |        |
| 12. mood   | 12. two   | 12. work    |        |

Possible challenge words for this theme are *misplace, cupboard, especially, rummaging, invisible, detergent, sweetheart, miraculously, furniture, supermarket.*

## SESSION 1

| Curriculum Focus                                                                                                                                                                                                                                                                                                                                                                          | Objective & Process                                                                | Materials                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------|
| Pre-reading                                                                                                                                                                                                                                                                                                                                                                               | Introduce <i>theme book</i><br>Think, Pair, Share<br>Make predictions              | <i>The Little Word Catcher (Theme Book)</i><br>Blackline 2 |
| Pre-reading                                                                                                                                                                                                                                                                                                                                                                               | Introduce author<br>Introduce illustrator<br>Make observations<br>Make predictions | <i>Theme Book</i><br>Blackline 8                           |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                | Alphabetizing Words                                                                | <i>Theme Book</i>                                          |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                | Make new words                                                                     | Blackline 9                                                |
| Comprehension                                                                                                                                                                                                                                                                                                                                                                             | Compare and contrast<br>Using a Venn diagram                                       | Blackline 11                                               |
| Grammar                                                                                                                                                                                                                                                                                                                                                                                   | Discuss different names given to grandparents<br>Practice using synonyms           | Blackline 10a,b                                            |
| Extension Activity: Drama                                                                                                                                                                                                                                                                                                                                                                 | Role playing<br>Follow-up Discussion                                               | <i>Theme Book</i>                                          |
| Extension Activity: Bible                                                                                                                                                                                                                                                                                                                                                                 | Read a Bible text<br>Discuss honouring our families                                | Bibles                                                     |
| <b>Advance Planning:</b> <ul style="list-style-type: none"> <li>Parent Newsletter: As you begin the unit, tell students that they are going to learn more about their grandparents and their families over the next four weeks. Explain that they will need information about their grandparents. Read the Parent Newsletter that will be sent home. (Blackline 2)</li> </ul>             |                                                                                    |                                                            |
| <b>Technology &amp; Links:</b> <ul style="list-style-type: none"> <li><a href="http://www.alz.org/living_with_alzheimers_just_for_kids_and_teen.asp">http://www.alz.org/living_with_alzheimers_just_for_kids_and_teen.asp</a><br/>Provides links to several short videos narrated by children explaining Alzheimer's Disease. Video titles include: Part 1 What Is Alzheimer's</li> </ul> |                                                                                    |                                                            |

### PRE-READING

Have students look at the cover of *The Little Word Catcher*. Use the Think-Pair-Share strategy and ask students to make predictions regarding the content of the book. Ask: "What do you think this book will be about? What does the net make you think of? Why would someone need to catch words?" Allow students opportunity to share ideas with class. (*Optional: Complete Pre-reading prediction on Blackline 8.*)

## PRE-READING

Introduce the author and illustrator. Ask: “Who wrote this book?” (Author: Danielle Simard) “Who drew the pictures?” (Illustrator: Geneviève Côté) Both the author and the illustrator are Canadian. Their biographical information is found on the back flap of the book jacket. (*Optional: Complete author & illustrator portion of Blackline 8.*) In this book the author speaks directly to us, her readers. Say: “She is going to ask us questions. As we read, we will stop and see if we can answer her questions.”

Read story to class. Stop at the following points to discuss and make predictions:

- Page 1: Did you know that words could get lost? Do they fly off just to play tricks on her?
- Page 12: Where do my grandmother’s words go? (*Optional: Complete halfway prediction on Blackline 8.*)
- Page 21: But when I bring the words back to Grandma, she doesn’t remember them for long. How come?
- Page 23: What if my grandmother hasn’t really lost her words? What if she hasn’t worn them out like her old dresses? What if she is giving them to me instead?

## VOCABULARY

Have students alphabetize the ten theme words. (Suggestion: Place theme words on cards, or on an interactive whiteboard to facilitate alphabetizing.) Have students look through their copies of *The Little Word Catcher* for sentences that contain theme words and discuss meaning in context.

## VOCABULARY

(From *I Miss Grandpa* DLG, p. 16. Used with permission from Kendall/Hunt Publishing Company.)

Write the word *grandparents* on the board. Using Blackline 9, have students work in small groups to make as many words as possible from the letters in *grandparents*. Have groups share their lists after a specified amount of time. Blackline 9 could be cut apart so that students could sort the words in different ways. The students could also work with a partner to alphabetize the word cards.

## COMPREHENSION

(From *I Miss Grandpa* DLG, p. 16. Used with permission from Kendall/Hunt Publishing Company)

Select books about grandparents for your classroom library (refer to the bibliography for suggestions). Choose a book to read aloud and discuss. Invite students to share a favourite memory about a grandparent.

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

**Making Words**  
Use the following letters to make words.

**GRANDPARENTS**

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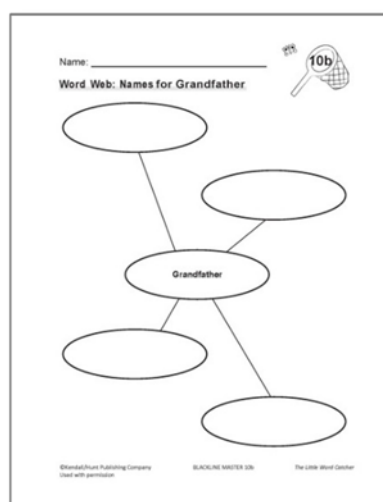
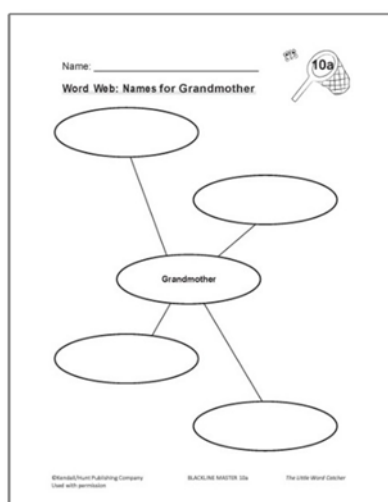
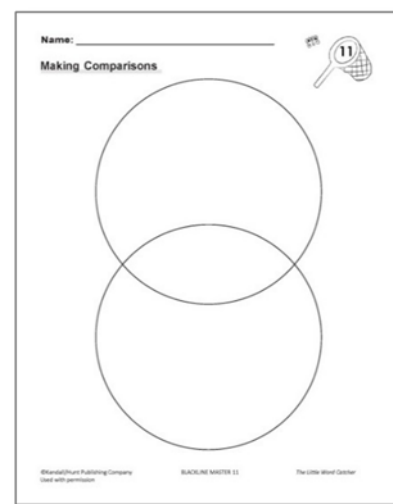
Kendall/Hunt Publishing Company  
Used with permission. BLACKLINE MASTER 9 The Little Word Catcher

Ask students to bring in a picture of a grandparent or have a supply of photographs or magazine pictures of grandparents for student viewing. Talk about similarities and differences among grandparents. They may talk about hair colour, glasses, wrinkled skin, hair style, and activities they like to do. Make a list on the board of traits and activities. Complete Venn diagram on Blackline 11 on the board or chart paper comparing a grandparent and a child.

## GRAMMAR

(From *I Miss Grandpa* DLG, p. 16. Used with permission from Kendall/Hunt Publishing Company.)

Review synonyms. Ask students to think about the names they use for their grandparents. Make a list on the board of the different names for grandmothers and grandfathers (i.e., Papa, Grandpa, Nana, Grams). Have students complete a word web (Blackline 10a or 10b) for either grandmother or grandfather names. They should work in small groups to complete the word web. Have them shade or circle their favourite grandparent title. As a class, share the webs.



## EXTENSION ACTIVITY - DRAMA

In this story someone seems to be “losing” their words and others have to help them find them. Play charades using the words on the inside cover of the book. Teacher models activity first. Discuss the following reflection questions:

- How did it feel when you were acting out a gesture and your classmates could not figure out what you were trying to ‘say’?
- How did it feel when you were guessing and could not figure out your friend’s clues?
- How did it feel when you could not speak?
- Have you ever had to “catch” words for someone before?

## EXTENSION ACTIVITY - BIBLE

(From *I Miss Grandpa* DLG, p. 16. Used with permission from Kendall/Hunt Publishing Company.)

## Spiritual Connection

Discuss the benefits of families. Talk about ways that families help each other. Ask students to give examples of how immediate and extended families work together. Talk with students about God's plan to honour our families. Read and discuss Exodus 20:12 and Leviticus 19:32. How can we honour our parents and our grandparents? Why does God instruct us to honour our families? What does God promise us when we honour our parents and grandparents?

## SESSION 2

| Curriculum Focus                                                                                                                                                                                                                                                                                                      | Objective & Process                                         | Materials                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| Reading                                                                                                                                                                                                                                                                                                               | Find unknown words<br>Partner read                          | <i>The Little Word Catcher (Theme Book)</i><br>Sticky notes |
| Comprehension                                                                                                                                                                                                                                                                                                         | Identify story elements                                     | Theme Book<br>Blackline 8a, b                               |
| Vocabulary & Synonyms                                                                                                                                                                                                                                                                                                 | Identify theme word definitions and synonyms                | Blackline 12                                                |
| Pre-Writing                                                                                                                                                                                                                                                                                                           | Brainstorming the idea of 'grandparents' for future writing | Chart paper<br>Sticky Notes                                 |
| Pre-Writing                                                                                                                                                                                                                                                                                                           | Brainstorm for future writing                               | Blackline 13                                                |
| Writing                                                                                                                                                                                                                                                                                                               | Number notes<br>Paragraph Writing<br>Self or Peer Edit      | Blackline 14                                                |
| Writer's Workshop Mini-Lesson – COPS Editing Strategy                                                                                                                                                                                                                                                                 | Use COPS strategy to edit work                              | COPS strategy on chart paper<br>Writer's Workshop folder    |
| <b>Advanced Planning:</b> <ul style="list-style-type: none"> <li>Differentiation will be needed for the writing activity for students w/o grandparents. I.e., think of an older person/grown-up you like to spend time with, or imagine what you would like to do with a grandparent.</li> </ul>                      |                                                             |                                                             |
| <b>Technology &amp; Links:</b> <ul style="list-style-type: none"> <li><a href="http://www.visualthesaurus.com">www.visualthesaurus.com</a></li> <li><a href="http://www.wordsmyth.net">http://www.wordsmyth.net</a></li> <li><a href="http://kids.wordsmyth.net/wild/">http://kids.wordsmyth.net/wild/</a></li> </ul> |                                                             |                                                             |

## READING

Have students re-read *The Little Word Catcher* with a partner. Have students mark unfamiliar or unknown words with sticky notes. Discuss later in a whole class grouping.

## COMPREHENSION

As student partners read, have them look for the setting (time & place), characters, problem and solution. Once students are finished reading, have the class come together to discuss above-mentioned story elements. Allow students time to complete Blackline 8 Story Plan individually.

## VOCABULARY & SYNONYMS

Review the following theme words: miraculously, misplaces, strange, wonder, and laughing. Have students complete Blackline 12 Vocabulary Word Map using the suggested theme words. Students should complete 1 or 2 words maximum each day. Ensure students understand what synonyms are. Students may look up definitions and synonyms using online dictionaries and thesauruses or in-class hard copy dictionaries and thesauruses.

## PRE-WRITING

Place a large sheet of chart paper on the board. Provide each student with 3-4 large sticky notes. Ask students to think about and write about their grandparents. Instruct students to only write one thought per sticky note. This can be an open-ended activity. For students who require more focus, please see the following brainstorming prompts:

- Where do you like to go with your grandparents?
- What do you like to do with your grandparents?
- What makes your grandmother or grandfather special?
- Tell about a special memory you have with your grandparents?

Once students are done, have them place their sticky notes on the chart paper. Sticky notes can be sorted into above-mentioned prompt groupings. Discuss responses as a class.

## PRE-WRITING

Use Blackline 13 What I Like to Do with My Grandparent to assist individual students in brainstorming and coming up with paragraph writing ideas.

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

What I Like to Do with My Grandparent

13

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BLACKLINE MASTER 13

The Little Word Catcher

## WRITING

Review Number Notes strategy. Encourage students to use ideas gathered from aforementioned pre-writing strategies to choose a “Number 1” main idea and several “Number 2” supporting details. Remind students that they are writing down ideas not complete sentences. Have students complete Blackline 14 Number Notes. Once Number Notes are completed have students write their paragraphs. Students should edit or peer-edit these as time permits.

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

Number Notes

I. Topic \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

II. Topic \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

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BLACKLINE MASTER 14

The Little Word Catcher

## WRITER'S WORKSHOP MINI-LESSON – COPS EDITING STRATEGY

Teach students the COPS editing strategy to assist them in editing and peer editing. Mulcahy, Marfo, and Peat (1984) formulated the COPS strategy in their report *SPELT: A Strategies Program for Effective Learning and Thinking*. It is as follows:

### **C- Capitalization**

Are the first words in each sentence as well as the proper names capitalized?

### **O- Overall**

How is the overall appearance and readability (i.e. spacing, legibility, indentation of paragraphs, neatness, complete sentences, etc.) Does the writing make sense?

### **P- Punctuation**

Is the punctuation correct?

### **S- Spelling**

Are all the words spelled correctly?

Instruct and model rereading your writing four times; each time focus on a different letter of the COPS strategy. Review strategy to ensure understanding. Allow students a sustained writing opportunity (minimum 20 minutes). Partner students up and give them an opportunity to try the COPS editing strategy. Ensure time is allotted for whole group debriefing on how effective they were in using the strategy. Review if necessary and celebrate success!

## SESSION 3

| Curriculum Focus                                                                                                                                                                                                      | Objective & Process                                                       | Materials                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------|
| Grammar                                                                                                                                                                                                               | Identify suffixes<br>Identify parts of speech                             | <i>The Little Word Catcher</i><br>(Theme Book)<br>Blackline 15 |
| Extension Activity - Science                                                                                                                                                                                          | Making predictions<br>Think Pair Share<br>Introducing Alzheimer's Disease | <i>Theme Book</i><br>Brain Tour Link                           |
| Writing                                                                                                                                                                                                               | Introduce cinquain poetry<br>Write cinquain poems                         | Blackline 16a,b                                                |
| Extension Activity - Bible                                                                                                                                                                                            | Discuss and apply a Bible text                                            | Bibles                                                         |
| Extension Activity - Art                                                                                                                                                                                              | Student aging craft                                                       | Art Supplies (see below)                                       |
| <b>Advance Planning:</b> <ul style="list-style-type: none"> <li>Student Aging Craft: portrait style photo of each student, 8 ½ by 11 white paper, black construction paper, cotton balls, white yarn, glue</li> </ul> |                                                                           |                                                                |
| <b>Technology &amp; Links</b> <ul style="list-style-type: none"> <li>Brain Tour Link:<br/><a href="http://www.alz.org/alzheimers_disease_4719.asp">http://www.alz.org/alzheimers_disease_4719.asp</a></li> </ul>      |                                                                           |                                                                |

### GRAMMAR – SUFFIXES & PARTS OF SPEECH

Ask students: “What is a suffix?” (A suffix is something you add to the end of a root/base word.) Ask: “What are some common suffixes that we see often in writing?” (Possible Responses: -ed, -ing, -ly, -ful, -es, etc.) Divide students into partners or small groups and assign several pages in *The Little Word Catcher*. Ask them to be detectives and search for all the suffixes in their pre-assigned pages. Provide students with small sticky notes to write down the words they find. (One word per sticky note.) Once all groups have finished, have students place their sticky notes on the board. As a whole class group sort all words found into the following categories: nouns, verbs, adjectives and others. (Optional: Students may use Blackline 15)

Possible Words with Suffixes in *The Little Word Catcher* include:

- Verbs: *loses, hiding, decided, rummaging, drying, moving, dishwashing, turning, annoyed, suddenly, laughing, remembered, losing, forgetting, mixing, explained, wearing, playing, guessing, knowing, giving, blowing, making, dissolving, amazing, whipping, smiling*
- Nouns: *dresses, guesser, catcher*
- Adjectives: *lovely, miraculously, sadder*
- Others: *quickly*

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

**Vocabulary Update**

Place each new vocabulary word into one of the four categories.

| Nouns | Verbs | Adjectives | Other |
|-------|-------|------------|-------|
|       |       |            |       |
|       |       |            |       |
|       |       |            |       |

1. Use one of your new words in a telling sentence (statement).  
\_\_\_\_\_

2. Use one of your new words in an asking sentence (question).  
\_\_\_\_\_

3. Use one of your new words in a sentence showing strong feeling (exclamation).  
\_\_\_\_\_

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## EXTENSION ACTIVITY – SCIENCE (ALZHEIMER’S DISEASE INTRODUCED)

Have students silently reread pages 11-14 in *The Little Word Catcher*. As they are reading ask them to think about what may be happening to Grandma in the story. Use the Think-Pair-Share strategy to discuss this section as a class. Introduce the term Alzheimer’s. (Optional: Use Brain Tour Link found at [http://www.alz.org/alzheimers\\_disease\\_4719.asp](http://www.alz.org/alzheimers_disease_4719.asp))

Blackline 16a: Cinquain Worksheet. The worksheet includes a name line, a title line, and six numbered prompts for students to complete a cinquain poem. The prompts are: 1. Name of topic of the poem, 2. Words that describe the topic, 3. Write -ing action words (verbs) that tell about the actions of the topic, 4. Write some four-word phrases that tell about some of your feelings about the topic, 5. List as many synonyms as you can think of for the topic, and 6. Use the words and phrases on this page to write your cinquain. Use your best handwriting. Illustrate your cinquain when you have completed the writing. The worksheet also includes a small illustration of a magnifying glass and the text 'The Little Word Catcher'.

Blackline 16b: Cinquain Poem (cont.). This worksheet is a continuation of the cinquain poem from Blackline 16a. It includes a name line, a title line, and a large rectangular box for students to illustrate their poem. The worksheet also includes a small illustration of a magnifying glass and the text 'The Little Word Catcher'.

## WRITING – POETRY

(From *I Miss Grandpa* DLG, p. 23. Used with permission from Kendall/Hunt Publishing Company.)

Using Blackline 16a, have students generate a topic for their cinquain. Explain and give examples of ing action words, four-word phrases that describe feelings about the topic, and synonyms for the topic. Then have them organize or publish their poems using Blackline 16b or another sheet of paper. Display the poems on backgrounds of coloured construction paper.

## EXTENSION ACTIVITY – BIBLE

(From *I Miss Grandpa* DLG, p. 28. Used with permission from Kendall/Hunt Publishing Company.)

### Spiritual Connection

Read 2 Timothy 2:1-3. Here is a reading level adaptation you may use. You may wish to have the Scripture prewritten on chart paper and placed in front of the class to read.

*My son, be strong in Jesus. You heard me teach in front of many people.  
Pass on to others the things you’ve heard me say.  
Then they will be able to teach others. Be like a good soldier of Christ.*

Discuss how Paul passed good things on to Timothy. Have the students talk about good things that their grandparents, parents, or elderly friends have taught or “passed on” to them.

## EXTENSION ACTIVITY - ART

**Student Aging Craft:** Take portrait style photographs of your students and print them out on an 8 ½ by 11 papers in black and white. Have students glue their black and white photo onto a black piece of construction paper which will serve as a photo frame. Instruct students to use pencils or black pencil crayons to add wrinkles and aging lines to their faces. Supply students with cotton balls and white yarn to use for hair, eyebrows, whiskers, beards and moustaches. (Suggestion: Display on bulletin board with cinquain poems from previous activity.)

## SESSION 4

| Curriculum Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Objective & Process                                        | Materials                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------|
| Writing – Invitation                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Create invitations for culminating activity                | www.wordle.net                                                                 |
| Grammar – Adjectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Adjective review<br>Small group adjective writing activity | <i>The Little Word Catcher (Theme Book)</i><br>Schoolhouse Rocks Youtube video |
| Grammar – Adjectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Adjective word hunt<br>Adjective sentence writing          | Blackline 17                                                                   |
| Extension Activity – Social Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mapping grandparents' countries of origin                  | Blackline 18                                                                   |
| Extension Activity – Social Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Family tree creation                                       | Blackline 19                                                                   |
| Writer's Workshop Mini Lesson – Ellipsis                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ellipsis definition<br>Students write using an ellipsis    | <i>Theme Book</i><br>Writer's Workshop folder                                  |
| Art Extension – Mosaics                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Create mosaic frame                                        | 'That Artist Woman' web link<br>Mosaic art supplies (see below)                |
| Art Extension – Portraits                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Create self-portraits                                      | Portrait art supplies                                                          |
| <b>Advanced Planning:</b> <ul style="list-style-type: none"> <li>Note: Start planning for culminating activity. See Session 8</li> <li>Portrait Craft Supplies</li> <li>Mosaic Art Supplies: <ul style="list-style-type: none"> <li><b>wooden frame, wax paper, drywall compound, spatula or old gift cards for spreading, mosaic materials, facial tissue, brown acrylic paint, water, paintbrush, Mod Podge</b></li> </ul> </li> <li>Upcoming Event: Retirement Home visit</li> </ul> |                                                            |                                                                                |
| <b>Technology &amp; Links:</b> <ul style="list-style-type: none"> <li><a href="http://www.wordle.net">www.wordle.net</a></li> <li><a href="http://www.thatartistwoman.org/2012/05/mosaic-frames.html">http://www.thatartistwoman.org/2012/05/mosaic-frames.html</a></li> <li><a href="https://www.youtube.com/watch?v=NkuuZEey_bs">https://www.youtube.com/watch?v=NkuuZEey_bs</a></li> </ul>                                                                                           |                                                            |                                                                                |

### WRITING - INVITATIONS

To celebrate the end of this unit, plan a culminating activity such as a Grandparent/Student Reading Buddy Day, a Heritage Day, a Grandparent Show 'n Tell, or a party from an era from the grandparent's teen years. Have students make invitations to give to their grandparents or an elderly person of their choice. Model creating an invitation including all the necessary information such as: date, time, place, RSVP, and theme details. (*Optional Technology Integration: Use wordle.net to create invitation cover.*)

## GRAMMAR - ADJECTIVES

Review with students by asking: “What is an adjective?” Ensure students understand the definition of adjectives. (Optional: Show *Schoolhouse Rock!* adjective video found at the following link: [http://www.youtube.com/watch?v=NkuuZEey\\_bs](http://www.youtube.com/watch?v=NkuuZEey_bs))

Adjectives are words that describe nouns; they add “pizzazz” and “spice up” writing. As a whole group have students skim through *The Little Word Catcher* looking for adjectives. When a student finds an adjective, invite them to read the sentence to the class. Divide students into small groups. Give each group a sheet of paper with a basic starting sentence. For example: *The boy stood on the sidewalk under the tree.* Instruct the first student to add one “pizzazz” word (adjective) to the sentence to make it more interesting and rewrite the sentence. Student then passes on the paper to the next student and they add another “pizzazz” word. Allow student groups to share their initial and finished “jazzed up” sentence with the whole class.

## GRAMMAR - ADJECTIVES

Review definition of adjectives. Use Blackline 17 Adjective Search. Students will find 6 adjectives in *The Little Word Catcher*. Instruct students to use the adjectives in sentences. (Optional: Use [www.brainpop.com](http://www.brainpop.com) to review adjectives.)

Possible Adjectives in *The Little Word Catcher* include:  
*Whipping (cream), invisible (plate), sadder, long (words), fancy (words), wonderful (words), big (net/flower), old (words/lady/dresses), pretty (girl), little (girl), guessing (game), excellent (guesser), pretty (cloud), amazing (words), lovely (smile), long (time)*

A worksheet titled "Adjective Search" with a magnifying glass icon and the number 17. It includes a section for finding 6 adjectives in "The Little Word Catcher" and a table with 6 rows and 3 columns for recording the adjectives. Below the table, there are 6 numbered lines for using the adjectives to write sentences. The footer contains the text "©2004 by Linda Ward Beech, All rights reserved." and "The Little Word Catcher".

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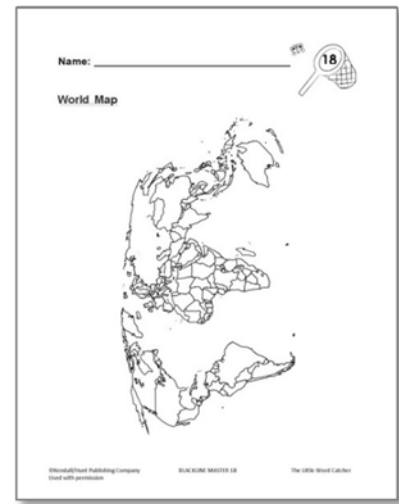
## WRITER'S WORKSHOP MINI-LESSON - ELLIPSIS

Ask: Have you every noticed “...” in a book that you were reading? Introduce and define the term “ellipsis”. An ellipsis is the omission of a word or words in a text. Authors often use ellipsis to help build suspense and create mystery in writing. Say, “When I see dot, dot, dot in writing I often think that means – there’s more to come.” Let’s look at our theme book and see how Danielle Simard uses ellipsis in her writing. You can find examples of ellipsis on pages 5, 7, 9, 19, 21, and 26. Read several examples with your students. Using chart paper or an interactive whiteboard, model using ellipsis in your writing. Say, “Today while you are working on your writing see if you can use some ellipsis to build suspense in your writing.” Allow students a sustained writing opportunity (minimum 20 minutes). Ensure time is allotted for whole group sharing of writing; encourage students who used ellipsis to share their writing. Celebrate success!

## EXTENSION ACTIVITY – SOCIAL STUDIES

Refer students to the map of the world on the “Grandparents” bulletin board or another world map in your classroom. Present a mini-lesson on the continents and countries. Help students find the birthplaces of their grandparents, using the information gathered during interviews (see the speaking activity in this section). Mark the country or province/state of each student’s ancestors’ origin with a pushpin. Attach a string to the pin, and to the string attach a card bearing the student’s name.

Give each student a map of the world (Blackline 18). Have students colour in the countries of origin of their grandparents.



## EXTENSION ACTIVITY – SOCIAL STUDIES

(From *I Miss Grandpa* DLG, p. 25. Used with permission from Kendall/Hunt Publishing Company.)

Ask students, “Who knows what a family tree is?” If no one is familiar with the term, provide an explanation. Discuss the purpose of a family tree. Using your own family model creating a family tree. Use Blackline 19a,b Family Tree to assist students in creating their family tree. Have students cut out their labelled pictures and arrange on a large white sheet of paper. Instruct them to outline a tree with a base and roots (student & siblings), trunk (parents) and leaf branches (grandparents) around their pictures. Students could paint or colour in their tree and then paste their labelled pictures in the appropriate places.

## ART EXTENSION - MOSAICS

Students can create a mosaic frame using old pieces of sea glass, rocks, shells, or purchased mosaic supplies to create a similar look to the old worn-out dress on pages 18 and 24 of *The Little Word Catcher*. Use the following link for mosaic ideas:

<http://www.thatartistwoman.org/2012/05/mosaic-frames.html>

## ART EXTENSION - PORTRAITS

Students create self-portraits using mixed media. Students can create portraits in black and white similar to those on page 18 of *The Little Word Catcher*, or create portraits using pencil crayon, oils, or pastels. (Optional: Use the mosaic art activity to frame the self-portraits).

### SESSION 5

| Curriculum Focus                                                                                                     | Objective & Process                                                         | Materials                        |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------|
| Oral Language                                                                                                        | Introduce interviews<br>Model interview techniques                          | Blackline 20                     |
| Writing                                                                                                              | Identify and Synthesizing key information<br>Complete Life Sketch/Timelines | Blackline 21<br>Blacklines 22a,b |
| Extension Activity - Socials                                                                                         | Examine community resources<br>Study nursing homes, seniors centres, etc.   | Guest speaker                    |
| Extension Activity - Bible                                                                                           | Plan a program<br>Visit a nursing home                                      |                                  |
| Extension Activity - Bible                                                                                           | Make a thank-you and friendship card                                        | Coloured paper<br>Art supplies   |
| Writing                                                                                                              | Brainstorming review<br>Create a nursing home fieldtrip memory book         | Paper<br>Art supplies            |
| Grammar                                                                                                              | Review nouns<br>Define proper nouns                                         | Brainpop noun video clip         |
| <b>Advance Planning:</b>                                                                                             |                                                                             |                                  |
| <ul style="list-style-type: none"> <li>Organize fieldtrip to retirement home.</li> </ul>                             |                                                                             |                                  |
| <b>Technology &amp; Links:</b>                                                                                       |                                                                             |                                  |
| <ul style="list-style-type: none"> <li><a href="http://www.brainpop.com">www.brainpop.com</a> (Noun clip)</li> </ul> |                                                                             |                                  |

Introduce interviews and interviewing. Model interviewing a student in your class; point out the question and answer format of the interview. Tell students that they will be interviewing their grandparents. Go over questions on Blackline 20 Questions for Grandparent Interview. Allow at least one week for students to gather information before continuing with the next writing activity described in this session.

## EXTENSION ACTIVITY – BIBLE

(From *I Miss Grandpa* DLG, p. 28. Used with permission from Kendall/Hunt Publishing Company.)

### Spiritual Connection

Make arrangements for your class to visit a nursing home or other facility for the elderly. Before you go, talk with the class about what to expect. Review with students what they have learned about having fun with grandparents. Remind them that older people still enjoy having fun, even though they may not be able to run or do other things children do. Plan a way to share God's love with the residents while you are there. You might put on a short program, plan a craft to do together, or have students prepare Scripture cards to give as gifts.

## EXTENSION ACTIVITY – BIBLE

(From *I Miss Grandpa* DLG, p. 28. Used with permission from Kendall/Hunt Publishing Company.)

### Spiritual Connection

Discuss the importance of showing gratitude. List people who have helped us during this unit (grandparents who agreed to be interviewed, guest speakers, staff at the nursing home). Write thank-you notes to each person. You might want to have small groups make a class card that everyone can sign.

Show students a variety of "Thinking of You" cards. Talk about the artwork and verses on each card. Remind students that residents in nursing homes like to hear from friends. Have students make "Thinking of You" cards for the residents they met on your field trip.

If you were not able to visit a nursing home, you might obtain a list of names and addresses of shut-ins from your church and have students make friendship cards for them.

## WRITING – CLASS BOOK

As a class, create a Nursing Home Field Trip Memory Book. Invite students to reflect on fieldtrip and brainstorm a list of trip highlights. Each student is responsible for writing and illustrating one page in the book. Once the book is 'published' place it in your class library for students to enjoy!

## GRAMMAR – PROPER NOUNS

Ask, "What is a proper noun?" A proper noun **names** a person, place or thing. Instruct students to skim through *The Little Word Catcher* and make a list of all the proper nouns they find. (Optional: Use noun video clip from [www.brainpop.com](http://www.brainpop.com) to introduce review different types of nouns.)

Possible list of Proper Nouns in *The Little Word Catcher*:

*Francine, Elise, Fiddle, Grandma, Mother, Mom*

## SESSION 6

| Curriculum Focus                                                                                                                 | Objective & Process                                                                                       | Materials                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Reading                                                                                                                          | Compare and contrast <i>Theme Book</i> with <i>Wilfrid Gordon McDonald Partridge</i> using a Venn Diagram | <i>The Little Word Catcher (Theme Book)</i><br><i>Wilfrid Gordon McDonald Partridge</i> by Mem Fox<br>Blackline 23 |
| Grammar – Contractions                                                                                                           | Review contractions<br>Contraction word hunt in <i>Theme Book</i>                                         | www.brainpop.com                                                                                                   |
| Extension Activity – Music                                                                                                       | Compare and contrast music                                                                                | Music/CDs/Recordings of music from grandparents' era                                                               |
| Extension Activity – Social Studies                                                                                              | Listening to stories from the past                                                                        | Guest speaker                                                                                                      |
| Writing                                                                                                                          | Written or oral response to guest speaker                                                                 | Blackline 24                                                                                                       |
| <b>Advanced Planning:</b> <ul style="list-style-type: none"> <li>Look for elder to share a childhood story or legend.</li> </ul> |                                                                                                           |                                                                                                                    |
| <b>Technology &amp; Links:</b> <ul style="list-style-type: none"> <li>www.brainpop.com</li> </ul>                                |                                                                                                           |                                                                                                                    |

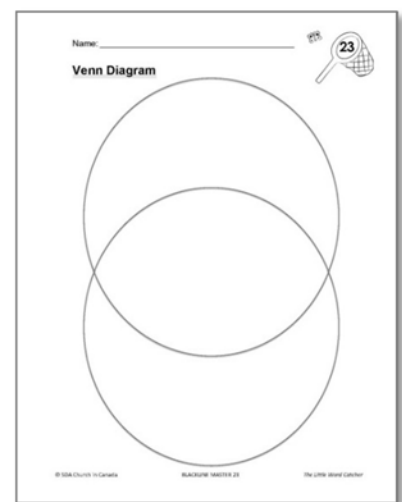
### READING

Read *Wilfrid Gordon McDonald Partridge* by Mem Fox. Use Blackline 23 Venn Diagram to compare and contrast this book to *The Little Word Catcher*.

### GRAMMAR - CONTRACTIONS

Review the definition of a contraction. (Optional: use [www.brainpop.com](http://www.brainpop.com) and show the contraction video.) Instruct students to skim through *The Little Word Catcher* and find contractions. As students find contractions invite them to share them with the class. Teacher can write these on the board. Choose a contraction and model finding the two words that form the contraction. In written or oral form have students practice finding the two words that form the remaining contractions.

Possible List of Contractions found in *The Little Word Catcher*: *aren't, can't, we're, it's, we're, she's, don't, that's, I'd, you've, doesn't, I've, you've, I'm, hasn't, isn't*



## EXTENSION ACTIVITY – MUSIC

(From *I Miss Grandpa* DLG, p. 30. Used with permission from Kendall/Hunt Publishing Company.)

Use song books or CDs in singing or listening to songs from the era during which most of your students' grandparents would have been teenagers. What differences do students hear between these songs and the songs we listen to today? Have they heard some of these songs before?

## EXTENSION ACTIVITY – SOCIAL STUDIES

(From *I Miss Grandpa* DLG, p. 30. Used with permission from Kendall/Hunt Publishing Company.)

Invite a grandparent to the classroom to tell the students a story from long ago. Students should listen attentively to the story and ask questions afterward. Remind students of your classroom procedures for listening to a guest tell a story.

## WRITING

(From *I Miss Grandpa* DLG, p. 31. Used with permission from Kendall/Hunt Publishing Company.)

This is a whole class or small-group activity. Students write out answers on Blackline 24 that follow the guest speaker's story. They listen for information and record answers in the appropriate place. (*Note: This activity may be done orally or in writing*)



The image shows a worksheet titled "Guest Speaker" with a magnifying glass icon and the number 24 in the top right corner. It includes a "Name:" line, a "Guidelines" section with five bullet points (A-E), and five numbered questions (1-5) for students to write answers to. The questions are: 1. WHO is the story about?, 2. WHERE does the story take place?, 3. WHEN did the event take place?, 4. WHAT happened?, and 5. WHY did it happen?. At the bottom, there is a small copyright notice for Kendall/Hunt Publishing Company and the text "BLACKLINE MASTER 24" and "The Little Word Catcher".

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

**Guest Speaker**

Guidelines

- A. Look at the speaker.
- B. Listen quietly. Do not ask questions yet.
- C. Answer as many of the following "W" questions as you can.
- D. When you have answered as many as you can, then you may ask questions at the end of the presentation.
- E. Discuss the information as a whole class.

1. WHO is the story about?

2. WHERE does the story take place?

3. WHEN did the event take place?

4. WHAT happened?

5. WHY did it happen?

Kendall/Hunt Publishing Company  
Used with permission      **BLACKLINE MASTER 24**      The Little Word Catcher

## SESSION 7

| Curriculum Focus                                                                                                                                                                                                                                                                                                                 | Objective & Process                                                                                    | Materials                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Oral Language                                                                                                                                                                                                                                                                                                                    | Remember grandparents with a memory bag show and tell                                                  | Item from home to share                                                               |
| Grammar                                                                                                                                                                                                                                                                                                                          | Define compound words<br>Create compound words                                                         | Blackline 25<br>Pre-cut strips in envelopes                                           |
| Writer's Workshop<br>Mini-Lesson                                                                                                                                                                                                                                                                                                 | Introduce 6 story leads techniques                                                                     | Writer's workshop folders                                                             |
| Reading Workshop                                                                                                                                                                                                                                                                                                                 | Identify feelings/mood in the <i>Theme Book</i> .<br>Identify techniques for creating voice in writing | <i>Theme Book</i>                                                                     |
| Writer's Workshop<br>Mini-Lesson                                                                                                                                                                                                                                                                                                 | Define voice<br>Emphasize showing not telling                                                          | Brainpop Mood & Tone video<br>Writer's workshop folders<br>Emotions of slips of paper |
| <b>Advance Planning:</b> <ul style="list-style-type: none"> <li>Compound Word Mystery Game requires advanced preparation.</li> <li>Create emotion slips for Reading Workshop Mini-Lesson Voice</li> </ul>                                                                                                                        |                                                                                                        |                                                                                       |
| <b>Technology &amp; Links:</b> <ul style="list-style-type: none"> <li><a href="http://www.brainpop.com">www.brainpop.com</a> (Mood &amp; Tone video)</li> <li><a href="http://blogs.scholastic.com/files/leads-in-narrative-writing.doc.pdf">http://blogs.scholastic.com/files/leads-in-narrative-writing.doc.pdf</a></li> </ul> |                                                                                                        |                                                                                       |

### ORAL LANGUAGE

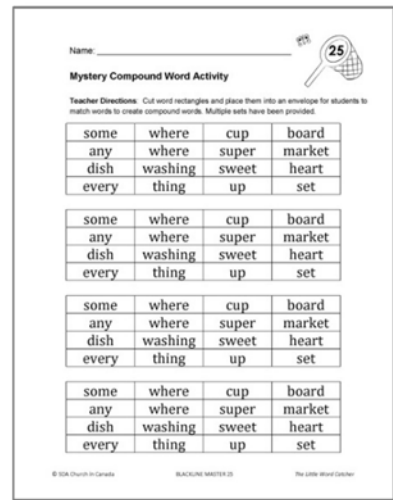
(From *I Miss Grandpa* DLG, p. 34. Used with permission from Kendall/Hunt Publishing Company.)

Have students bring an item to school that reminds them of a special memory with a grandparent. The item might be something they were given by the grandparent, a souvenir from a trip, or any item that is a reminder of an event or activity shared with the grandparent. These items should be transported to the classroom and presented to students' classmates in a paper bag, or "Memory Bag." Ask students to share their item and tell why it has special significance for them.

## GRAMMAR – COMPOUND WORDS

Advanced Prep: Use Blackline 25 to create a Compound Word Mystery game. Cut each compound word in half and place all words in an envelope. Make enough sets for partner groupings in your class. Use the activity following the video.

Review compound words using video found on [www.brainpop.com](http://www.brainpop.com). Say, “In *The Little Word Catcher* there are several compound words.” Assign students a partner and give them the envelopes with the compound word strips. Instruct students to match up the words strips to create compound words. Once students have created compound words, invite students to orally share sentences they have created using their compound words.



Potential List of Compound Words found in *The Little Word Catcher*: somewhere, cupboard, anywhere, supermarket, dishwashing, sweetheart, everything, upset

## WRITER'S WORKSHOP MINI-LESSON: STORY LEADS

Say, “When real writers write they always begin their stories with a great ‘lead’ or ‘hook’. A story lead is something that grabs the reader’s attention and draws them into the story.” Introduce students to the following 6 commonly used story lead strategies: (Optional: Distribute Leads in Narrative Writing handout found at <http://blogs.scholastic.com/files/leads-in-narrative-writing.doc.pdf>)

- Talking: Story begins with dialogue
- Sound Effect: Story begins with a sound, i.e. “Smash!” “Crash!”
- Action: Story begins with an exciting event or some kind of action
- Snapshot: Story begins with a brief word picture
- Flashback: Story begins with a memory or description of a past event
- Question: Story begins with an intriguing question

Note: Display these somewhere in your classroom.

Say, “Which one of these strategies did Danielle Simard use in *The Little Word Catcher*?” (Answer: Question Strategy) Encourage students to use one of the lead strategies during their writing time. Say, “You may choose to rewrite the beginning of one of the stories in your writing folder or start a new story using one of these writing strategies.” Allow students a sustained writing opportunity (minimum 20 minutes). Ensure time is allotted for whole group sharing of writing. Celebrate success!

## READING WORKSHOP - VOICE

Read *The Little Word Catcher* with tremendous expression emphasizing the different emotions presented by each character. Encourage students to listen carefully and study illustrations. As you read stop at various points and ask the students to vote with their thumbs on the emotion being expressed. For example, thumbs up for hopeful/happy, thumbs down for sad/frustrated, and thumbs up and down for confused. Ask the following questions:

- Do you hear the author’s voice in this story?
- Does the story make you feel happy? Sad? Hopeful?
- Do different characters in the story have different feelings/points-of-view?

Voice is the author’s distinct personality coming through in their writing. Voice helps create the mood and the tone of the story. Ask, “What do you think Danielle Simard used to help us hear her voice and identify the feelings in the story?” Possible answers: dialogue, illustrations, word pictures, and descriptive language.

### WRITER’S WORKSHOP MINI-LESSON – VOICE

Say, “Does anyone remember what ‘voice’ is?” (Optional show ‘Mood & Tone’ video clip from [www.brainpop.com](http://www.brainpop.com)) Emphasize ‘showing not telling’ when writing. To help students understand this concept, play a game of emotion charades. Write down several emotions on slips of paper. For example, angry, excited, frustrated, confused, etc. Have a student draw a slip of paper and act out the emotion; remaining classmates guess the emotion. Ask students to identify what they ‘saw’ that helped them recognize the emotion. For example, angry might look like: stomping feet, clenched fists, red face, snarling, growling, etc. Model rewriting a small portion of a story and intentionally adding descriptive words that ‘show’ not ‘tell’ emotions. Encourage students to revisit a previously written story during their writing time. Say, “You may choose to add descriptive language to one of your stories in your writing folder or start a new piece using descriptive language.” Allow students a sustained writing opportunity (minimum 20 minutes). Ensure time is allotted for whole group sharing of writing. Celebrate success!

## SESSION 8

| Curriculum Focus     | Objective & Process               | Materials                                        |
|----------------------|-----------------------------------|--------------------------------------------------|
| Culminating Activity | Hosting a grandparent celebration | Refreshments<br>Games<br>Books<br>Craft supplies |

### CULMINATING ACTIVITY

End this unit with a Grandparent Day. Invite grandparents or elderly friends to visit your classroom for a portion of the day. Plan a program where students recite poems and Bible verses, sing songs and share crafts made throughout this unit. Serve refreshments and allow students an opportunity to spend time with their guests. You may choose to incorporate the following ideas:

- Grandparent Buddy Reading: Have students choose their favourite picture book and ask their guests to read it to them.
- Grandparent Show ‘n Tell: Have students introduce their guest to the class.
- Joint Craft: Have guests and students work together on a joint craft.
- Grandparent Games Time: Provide various board/card games for students to play with their guests.

## ADDITIONAL RESOURCES

### WEBSITES

- How the brain is affected by Alzheimer's Disease  
[http://www.alz.org/braintour/3\\_main\\_parts.asp](http://www.alz.org/braintour/3_main_parts.asp)
- Art Mosaic:  
<http://www.thatartistwoman.org/2012/05/mosaic-frames.html>
- National Aphasia Association  
<http://www.aphasia.org/>

Offers brief definitions of the various types of aphasia, frequently asked questions regarding aphasia, and links to a wealth of other resources of understanding and dealing with aphasia.

- Aphasia Institute  
<http://www.aphasia.ca/>  
Website of the Toronto-based charitable organization that assists individuals with aphasia, providing programs and practices to help Canadians with aphasia learn how to communicate in new ways.

### BOOKS

- *Grandpa's Music A Story About Alzheimer's* by Alison Acheson. Albert Whitman & Co., 2009.  
When Callie's grandfather, who has Alzheimer's, moves in, each family member has an assigned job to assist him with. Callie's special task is to help him enjoy playing the piano and join him in remembering the words to his favourite songs.
- *Wilfrid Gordon McDonald Partridge* by Mem Fox. Viking Kestrel, 1986.  
A young boy named Wilfrid helps his elderly neighbour, Miss Nancy, recall her memories by creating a memory basket.

### CHILDREN'S BOOKS TO LOOK UP

- *Now One Foot, Now The Other* by Tomie de Paolo  
When Bobby's grandfather Bob suffers a stroke, Bobby helps him relearn how to walk.
- *Can You Do This, Old Badger?* By Eve Bunting  
Old Badger teaches Little Badger to catch fish, find worms, and harvest honey. Old Badger explains that an old badger taught him and that Little Badger will pass on what he has learned when he is old. The *School Library Journal* describes it as "a sweet

intergenerational story that captures the joy of a day well spent with one well loved.”

Note: this story features talking animals.

- *Still My Grandma* by Veronique Van Abeele  
A little girl shares quality time with her grandmother. The story leads through the progression of her grandmother’s dementia, helping children to understand how Alzheimer’s changes a person’s behaviour, showing how such changes may make us sad, but that we can still find ways to have fun with our grandparents.
- *Always My Grandpa: A story for children about Alzheimer’s Disease* by Linda Scacco  
Daniel’s grandfather has Alzheimer’s disease and Daniel is told that he will have trouble remembering things, including him. The book contains easy-to-understand explanations.
- *Striped Shirts and Flowered Pants: A story about Alzheimer’s Disease for young children* by Barbara Schnurbush  
Young Libby learns how Alzheimer’s disease will soon affect her grandmother and learns ways to handle her own fears and worries.
- *My Grandpa Had a Stroke* by Dori Hillestad Butler  
Ryan and his grandfather have a close relationship. After his stroke, their relationship must change, but Ryan learns what a stroke is and how they can both adapt.

## MUSIC

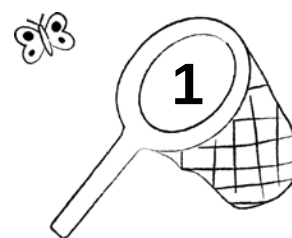
[www.nationalgrandparentsday.com/SongClip.html](http://www.nationalgrandparentsday.com/SongClip.html)

# BLACK LINE MASTERS



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

DATE \_\_\_\_\_



## DAILY PLANNING NOTES

### DAILY LANGUAGE

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### WORD WORK

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### DAILY LESSON GUIDE ACTIVITIES

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### GUIDED READING GROUPS

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### READING WORKSHOP

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### WRITING WORKSHOP

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

## Pathways Newsletter



Dear Family,

We are beginning a unit about grandparents, and our theme book will be *The Little Word Catcher* by Danielle Simard. This story sensitively teaches children about aging and Alzheimer's as seen through the eyes of a child whose grandmother is beginning to forget words. Students will also learn about their heritage, their families, compassion, and how God calls us to respond to the needs of others.

Please send a picture(s) of your child's grandparents to school. Please don't send a picture that is valuable or irreplaceable. If it isn't possible for you to send a picture of grandparents, select a picture of another elderly person in your child's life (aunt, uncle, neighbour).

Please help your child answer the following questions and have him or her bring the completed questionnaire back to school.

1. How old are your grandparents?
2. In what countries or provinces/states did your grandparents grow up?
3. Do your parents or grandparents speak a language other than English? If so, which language?

As the unit progresses, your child will be asked to interview one of his or her grandparents and write about what he or she discovers. You will need to help your child gather this information when the interview is assigned.

While we are working on this unit, please encourage your child to read other grandparent-related books at home.

Thank you for your interest and support. If there are parents or grandparents who would be interested in visiting our classroom to share information about their country of origin, please contact me. Please return this letter with the information above completed and the picture(s) by \_\_\_\_\_.

Sincerely,

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



## Common Editing Marks

| Symbol                                                                              | Meaning                            | Example                                  |
|-------------------------------------------------------------------------------------|------------------------------------|------------------------------------------|
|    | Check spelling.                    | The <u>anemal</u> ran.                   |
|    | Delete or remove.                  | She walked the dogg <del>.</del>         |
|    | Add a letter, word, sentence, etc. | It lives in <sup>a</sup> tree.           |
|    | Add a period.                      | She walked home <sup>.</sup>             |
|    | Add a comma.                       | The dog, cat and bird were pets.         |
|  | Add an apostrophe.                 | The deer <sup>'s</sup> antlers are huge. |
|  | Make a capital letter.             | <u>birds</u> eat seeds.                  |
|  | Make the letter lowercase.         | A <del>S</del> nowshoe hare is white.    |
|  | Delete some space.                 | That boy( )s tall.                       |
|  | Make a paragraph break here.       | Begin new paragraph here. ¶              |

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



## Daily Oral Language – Week 1

1. grandma doughnut are the best
2. on sabbath grandma and grandpa took us to church
3. i look to look at grandma garden
4. miss study about birds at harvest adventist school
5. elise grandma lose her words
6. grandma words were not like old dress that were worn out
7. uncle joe truck hits a bump
8. ill take your swimming in the river said zory
9. mrs mann said it was clear a great day
10. we went to two funeral in two week

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



## Daily Oral Language – Week 2

1. aunt emma made quilts apple dolls and rag rugs
2. grandma agnes and me made a doll from a book called little women
3. aunt lily and uncle harry will stay at hour house for thanksgiving and christmas
4. we like to make things from rocks corncobs and leaves
5. ive always wanted to see victoria british columbia
6. careful we cross the road
7. many of grandma words got lost
8. grandma forgot it was sunday
9. grandmas words got lost often
10. when we get to heaven our bodys will be healthy

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



### Daily Oral Language – Week 3

1. july 1 2014  
dear elise  
thank you for helping you grandma find her words. you  
make her life happy  
sincerely  
keon
2. ashanta jones  
410 morinus road  
toronto on m2r 1w7  
  
kinashe muango  
4595 midland street  
high river ab t0v 2s8
3. i think this apple is big than that one
4. molly always take a big piece of strawberry pie
5. that is the small dog I have ever seen said albert
6. im hear help him with his homework
7. mark study hard for his test
8. we went to d j morgan office
9. dr c mann office is at 45 oak avenue
10. dad said that flowers my cat and living room furniture gets old

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



## Daily Oral Language – Week 4

1. my ice cream is big than emily ice cream
2. josh runs fast of all
3. yesterday we walk to the store
4. did grandma found her keys quick
5. the bunny hopped under the porch
6. grandma smiled happy when elise found her missing word
7. chloe went swimming kayaking and surfing
8. grandma is old than elise
9. I like to eat fry burgers and ice cream
10. Grandmas words werent hiding in her purse



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

## Story Plan

Title \_\_\_\_\_

Author \_\_\_\_\_ Illustrator \_\_\_\_\_

Pages \_\_\_\_\_ Genre \_\_\_\_\_

Pre-reading prediction \_\_\_\_\_

\_\_\_\_\_

Half-way prediction \_\_\_\_\_

\_\_\_\_\_

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### Characters

### Setting

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

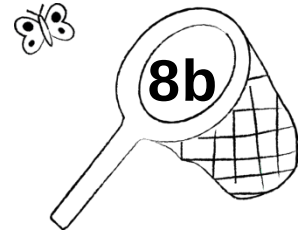
\_\_\_\_\_

Where \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



## Story Plan (cont.)

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**Plot** (Illustrate)

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



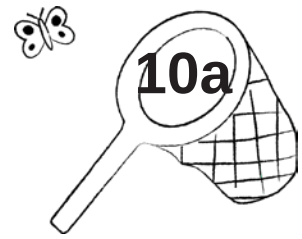
## **Making Words**

Use the following letters to make words.

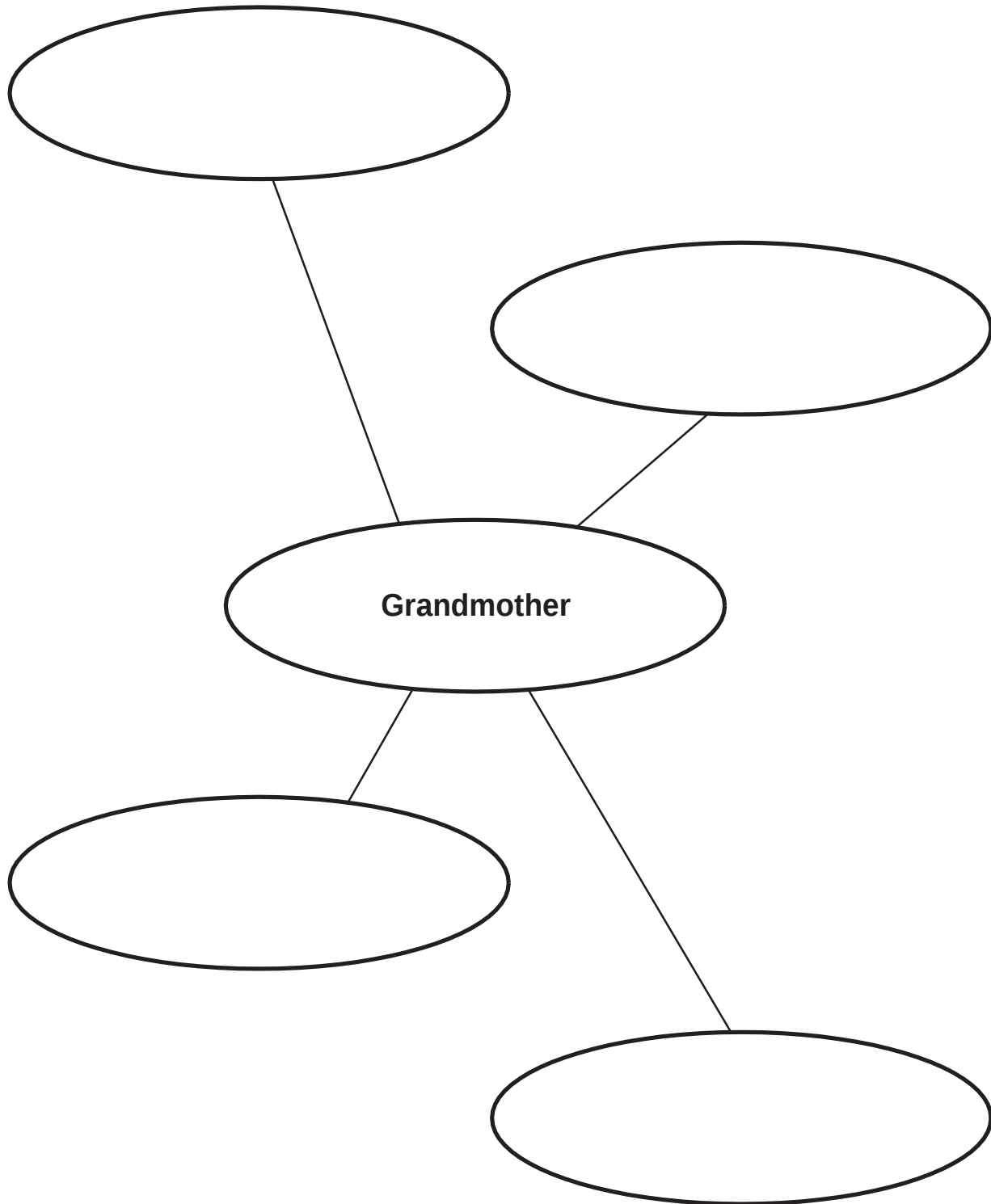
**G R A N D P A R E N T S**

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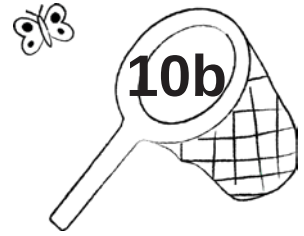
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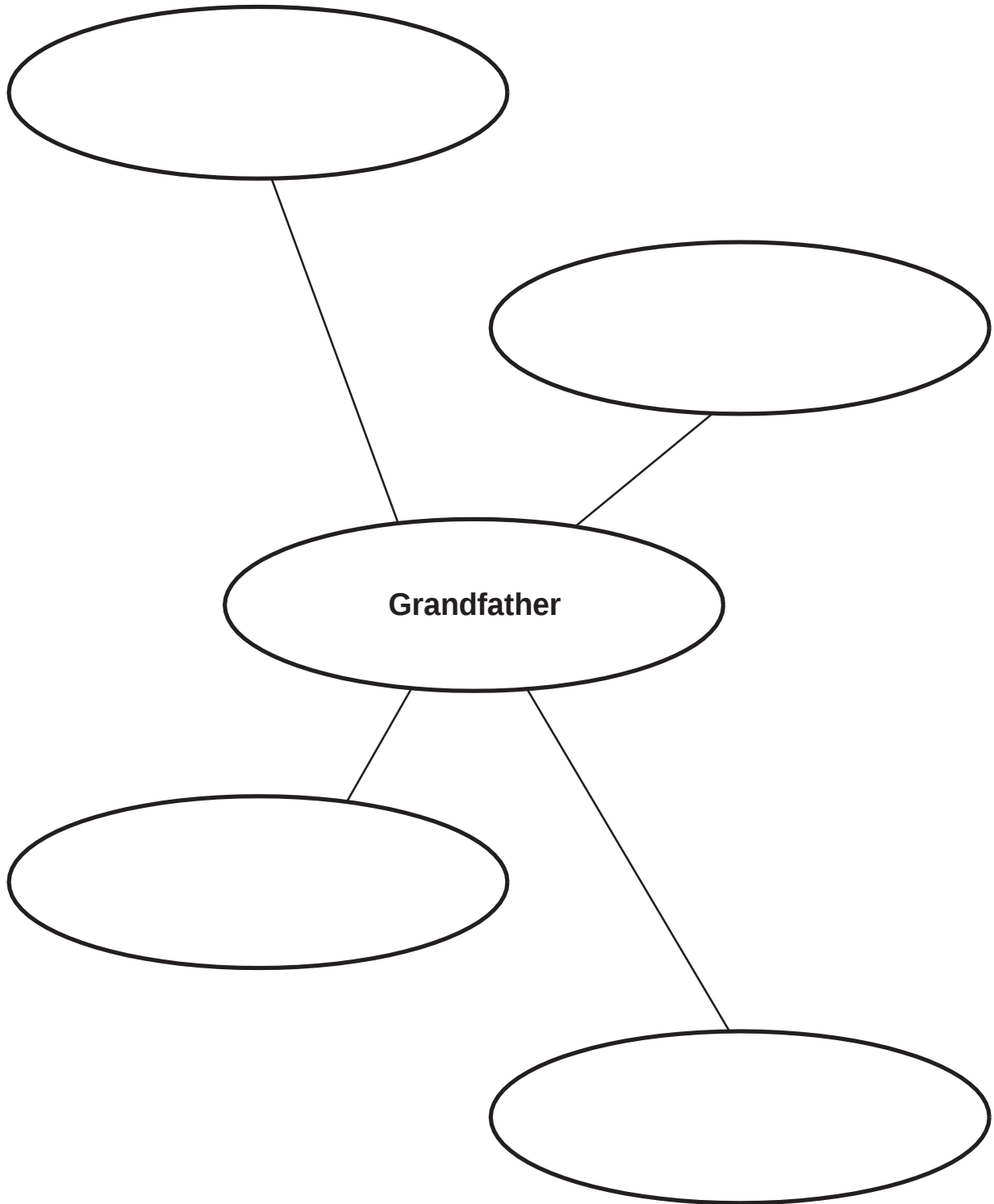
## Word Web: Names for Grandmother



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



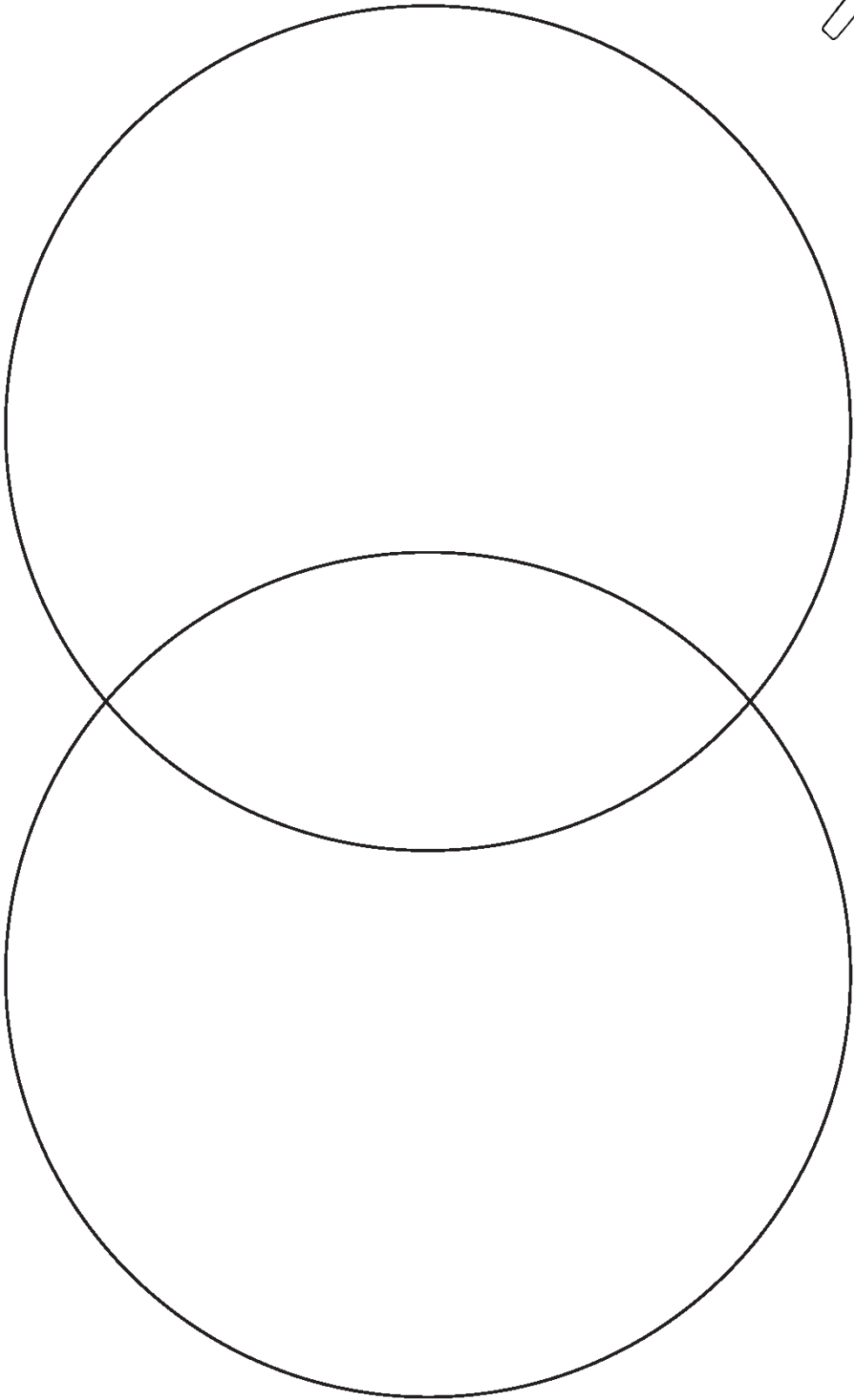
## Word Web: Names for Grandfather



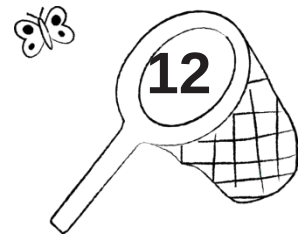
Name: \_\_\_\_\_



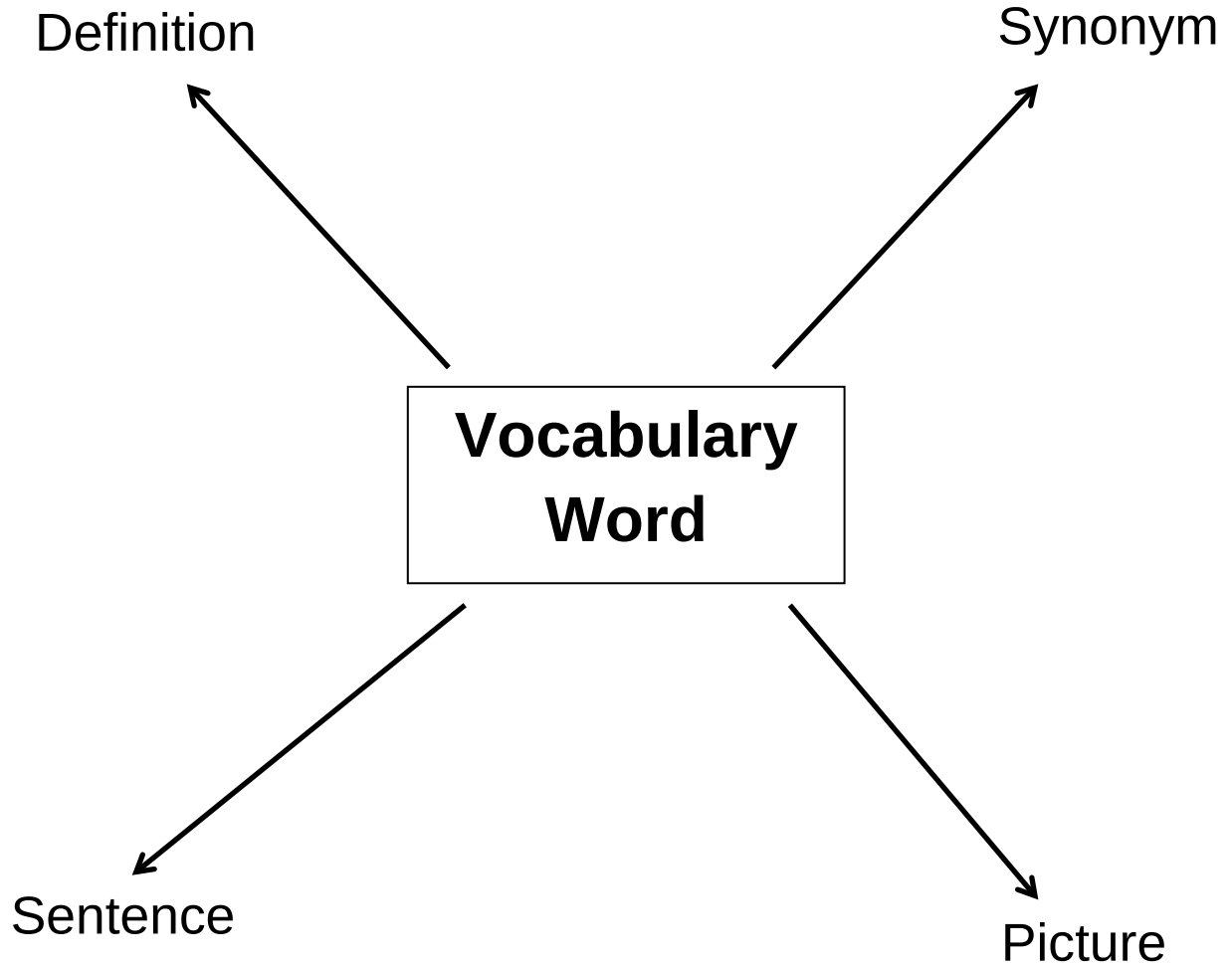
**Making Comparisons**



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



## Vocabulary Word Map



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



## What I Like to Do with My Grandparent

A circular diagram with a central circle and eight rectangular boxes connected by lines, intended for a child to write activities they like to do with their grandparent.

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



## Number Notes

I. Topic \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

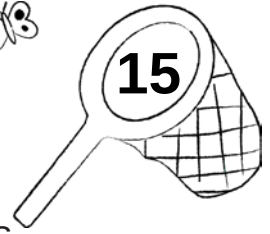
II. Topic \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

2. Detail \_\_\_\_\_

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



## Vocabulary Update

Place each new vocabulary word into one of the four categories.

| Nouns | Verbs | Adjectives | Other |
|-------|-------|------------|-------|
|       |       |            |       |
|       |       |            |       |
|       |       |            |       |
|       |       |            |       |

1. Use one of your new words in a telling sentence (statement).

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2. Use one of your new words in an asking sentence (question).

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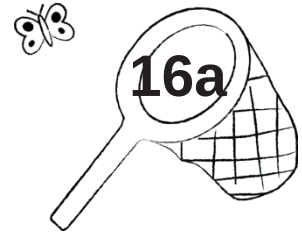
3. Use one of your new words in a sentence showing strong feeling (exclamation).

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



## Cinquain Worksheet

1. Name of topic of the poem. \_\_\_\_\_
2. Words that describe the topic.

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3. Write *-ing* action words (verbs) that tell about the actions of the topic.

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4. Write some four-word phrases that tell about some of your feelings about the topic.

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5. List as many synonyms as you can think of for the topic.

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6. Use the words and phrases on this page to write your cinquain. Use your best handwriting. Illustrate your cinquain when you have completed the writing.



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## Illustrate



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



## Adjective Search

Find 6 adjectives in *The Little Word Catcher*. Write one adjective in each box below.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

.....

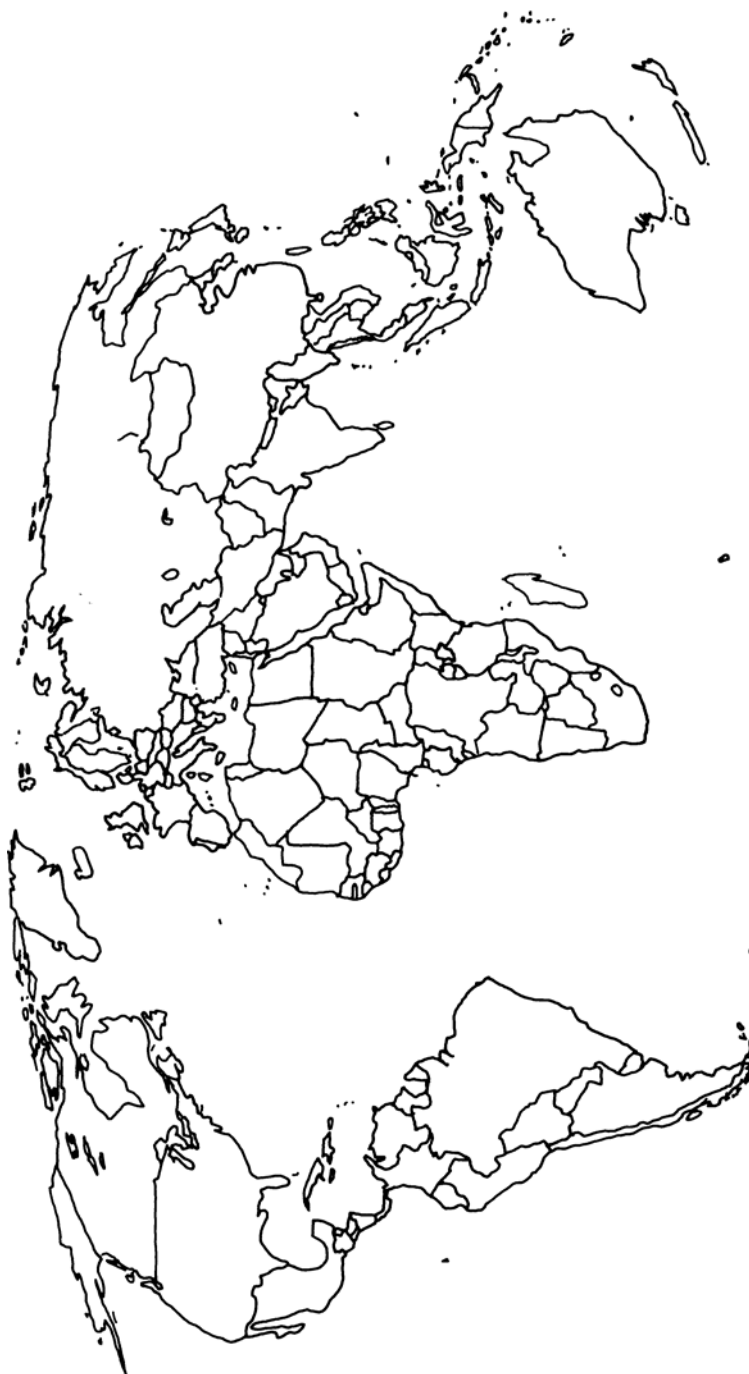
Use your adjectives to write sentences below.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

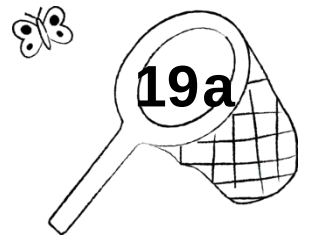
Name: \_\_\_\_\_



## World Map

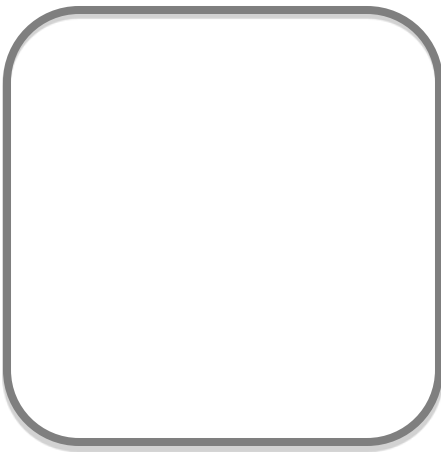


Name: \_\_\_\_\_

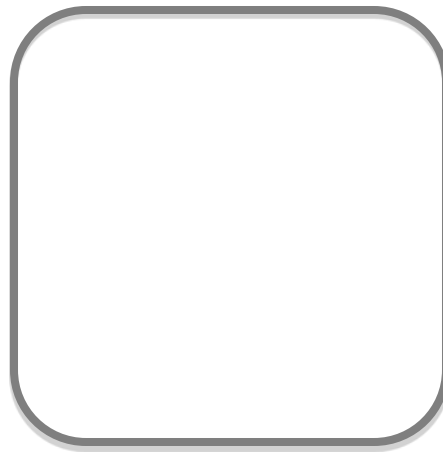


## Family Tree

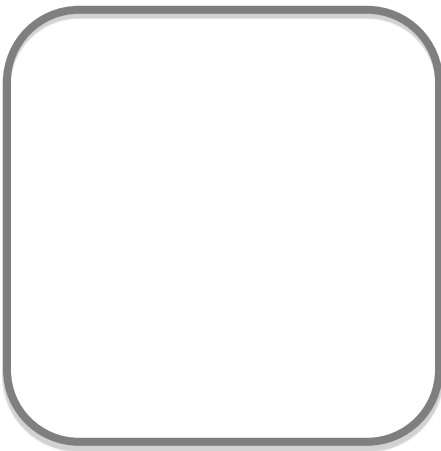
- Step 1: Write the names of your family members and draw their pictures in the boxes provided.
- Step 2: Cut out the pictures and names below.
- Step 3: Place them on a large white piece of paper. Draw a tree around the pictures. Glue the pictures in place.



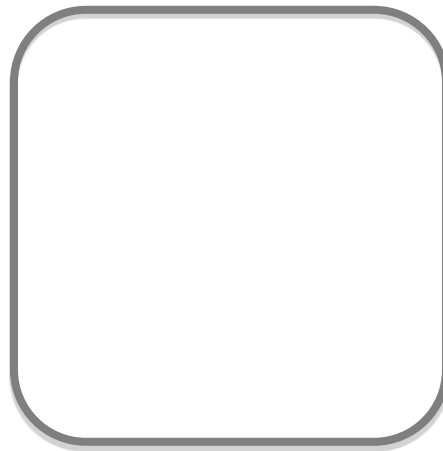
\_\_\_\_\_  
(My Mom's Father's Name)



\_\_\_\_\_  
(My Mom's Mother's Name)



\_\_\_\_\_  
(My Dad's Father's Name)

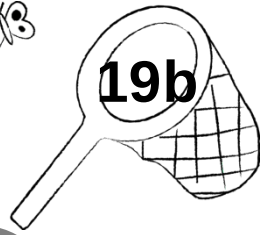


\_\_\_\_\_  
(My Dad's Mother's Name)

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



19b



## Family Tree, cont.

\_\_\_\_\_  
(My Father's Name)

\_\_\_\_\_  
(My Mother's Name)

\_\_\_\_\_  
(My Name)

\_\_\_\_\_  
(My Sister's Name)

\_\_\_\_\_  
(My Brother's Name)

\_\_\_\_\_  
(My \_\_\_\_\_'s Name)

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



## Questions for Grandparent Interview

1. Where were you born? \_\_\_\_\_

2. How old are you? \_\_\_\_\_

3. What is your favorite memory from your childhood?

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4. What is your job/career? (If retired, what was your job/career?)

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5. What are your hobbies? \_\_\_\_\_

6. How did you become a Christian/Adventist? \_\_\_\_\_

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---

Add questions of your own.

7.

8.

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



## Biographical Sketch

Write a paragraph about your grandparent's life and draw a picture to illustrate your paragraph.

A large, empty rounded rectangle with a double-line border, intended for drawing a picture to illustrate the paragraph.Eight horizontal lines for writing a paragraph, spaced evenly across the page.

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



## Life Sketch

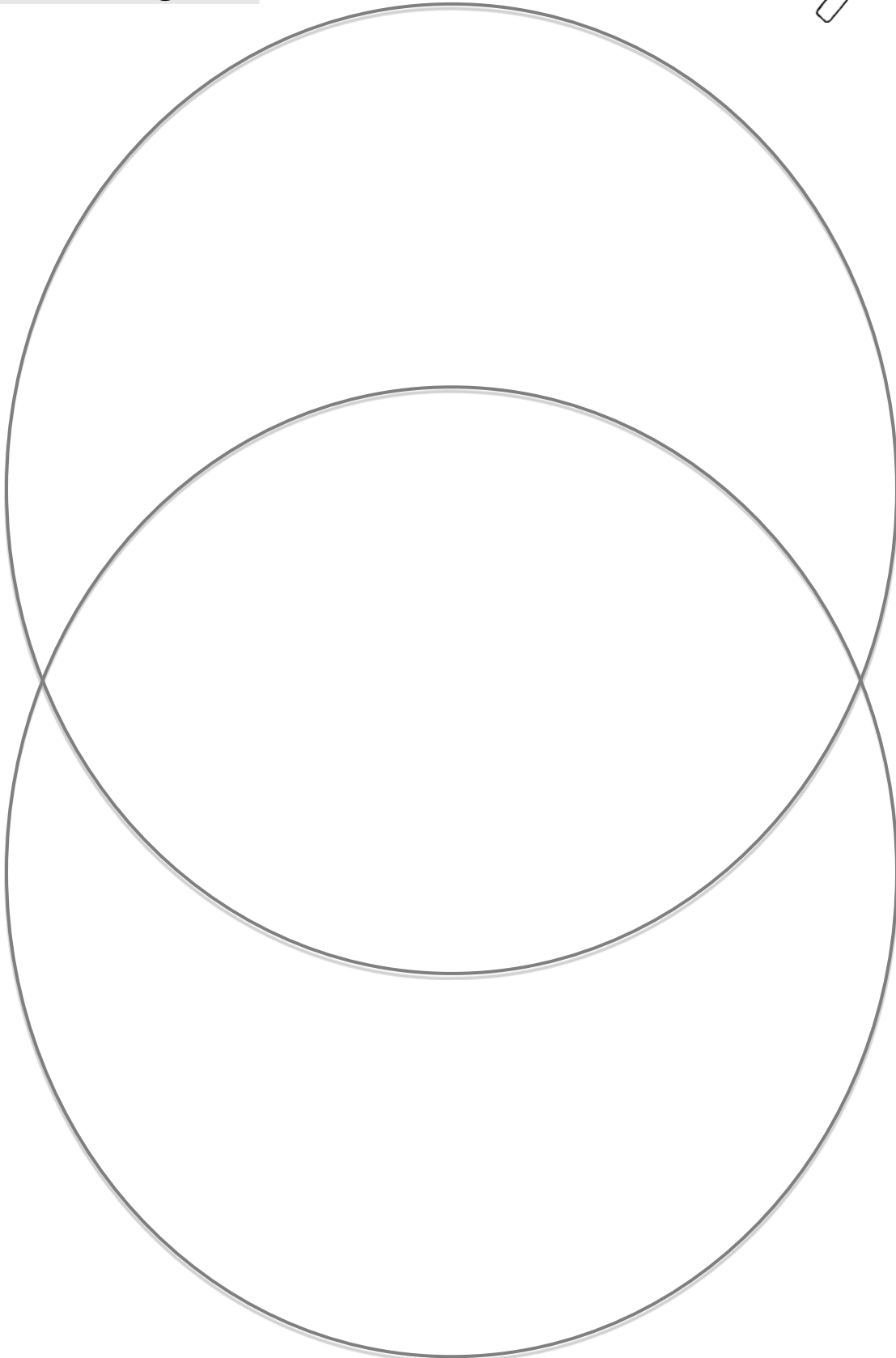
Use the information you collected in your grandparent interview to complete the life sketch below. Write complete sentences to describe the different phases of your grandparent's life. Draw pictures in the space provided.

|                 |  |
|-----------------|--|
| Birth           |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
| Childhood Years |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
| Working Years   |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
| Hobbies Now     |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |
|                 |  |

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



## Venn Diagram



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



## **Guest Speaker**

### Guidelines

- A. Look at the speaker.
- B. Listen quietly. Do not ask questions yet.
- C. Answer as many of the following “W” questions as you can.
- D. When you have answered as many as you can, then you may ask questions at the end of the presentation.
- E. Discuss the information as a whole class.

1. WHO is the story about?
  
  
  
  
  
  
  
  
  
  
2. WHERE does the story take place?
  
  
  
  
  
  
  
  
  
  
3. WHEN did the event take place?
  
  
  
  
  
  
  
  
  
  
4. WHAT happened?
  
  
  
  
  
  
  
  
  
  
5. WHY did it happen?

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



## Mystery Compound Word Activity

**Teacher Directions:** Cut word rectangles and place them into an envelope for students to match words to create compound words. Multiple sets have been provided.

|       |         |       |        |
|-------|---------|-------|--------|
| some  | where   | cup   | board  |
| any   | where   | super | market |
| dish  | washing | sweet | heart  |
| every | thing   | up    | set    |

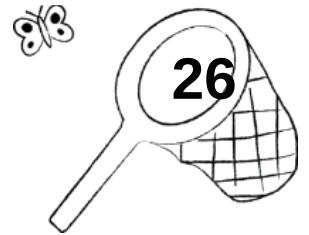
|       |         |       |        |
|-------|---------|-------|--------|
| some  | where   | cup   | board  |
| any   | where   | super | market |
| dish  | washing | sweet | heart  |
| every | thing   | up    | set    |

|       |         |       |        |
|-------|---------|-------|--------|
| some  | where   | cup   | board  |
| any   | where   | super | market |
| dish  | washing | sweet | heart  |
| every | thing   | up    | set    |

|       |         |       |        |
|-------|---------|-------|--------|
| some  | where   | cup   | board  |
| any   | where   | super | market |
| dish  | washing | sweet | heart  |
| every | thing   | up    | set    |

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

Score: \_\_\_\_\_



## Narrative Writing Rubric: Grade 2

4 – Excellent/Expert      3-Acceptable/Practitioner  
2-Below Average/Apprentice      1-Unacceptable/Novice

| Score                                                            | Writing Traits                                                                                                                                                                                                                                                                                                                                                                                                                           |                                         |                                                                          |                                                            |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------|
| <u>    </u> 4<br><u>    </u> 3<br><u>    </u> 2<br><u>    </u> 1 | <b>IDEAS, CONTENT &amp; ORGANIZATION</b> <ul style="list-style-type: none"> <li>• Clear well-developed ideas supported by details</li> <li>• Logical sequence with a clear beginning, middle and end</li> <li>• Transition words or phrases that connect thoughts smoothly (first, later, next, finally...)</li> <li>• Lead sentence that grabs the writer's attention</li> <li>• Story problem and solution clearly outlined</li> </ul> |                                         |                                                                          |                                                            |
| Look For:                                                        | 4 - Sophisticated Ideas, supporting details                                                                                                                                                                                                                                                                                                                                                                                              | 3 - Good Ideas, appropriate details     | 2 - Adequate Ideas, some supporting details                              | 1 - Unoriginal Ideas, minimal supporting details           |
| <u>    </u> 4<br><u>    </u> 3<br><u>    </u> 2<br><u>    </u> 1 | <b>Voice</b> <ul style="list-style-type: none"> <li>• Writer's individual voice is clear and well-developed</li> <li>• Dialogue, emotional cues, and sensory cues are employed to create voice</li> <li>• Figurative language is used to create a mental picture, mood or feeling</li> </ul>                                                                                                                                             |                                         |                                                                          |                                                            |
| Look for:                                                        | 4 – Clear & well-developed voice                                                                                                                                                                                                                                                                                                                                                                                                         | 3 - Voice beginning to emerge           | 2 - Little voice                                                         | 1 - No voice                                               |
| <u>    </u> 4<br><u>    </u> 3<br><u>    </u> 2<br><u>    </u> 1 | <b>WORD CHOICE</b> <ul style="list-style-type: none"> <li>• Language is clear and descriptive</li> <li>• Vivid, lively verbs are used</li> <li>• Imaginative and unusual adjectives are used</li> <li>• Vague, overused, repetitive language is avoided</li> </ul>                                                                                                                                                                       |                                         |                                                                          |                                                            |
| Look For:                                                        | 4 – Clear & Descriptive Word Choice                                                                                                                                                                                                                                                                                                                                                                                                      | 3 – Acceptable Word Choice              | 2 – Mundane Word Choice                                                  | 1 – Limited Vocabulary, Tired Words                        |
| <u>    </u> 4<br><u>    </u> 3<br><u>    </u> 2<br><u>    </u> 1 | <b>SENTENCE FLUENCY</b> <ul style="list-style-type: none"> <li>• Variety in sentence beginnings</li> <li>• Variety in sentence length and structure</li> <li>• Easy to read expressively, aloud</li> </ul>                                                                                                                                                                                                                               |                                         |                                                                          |                                                            |
| Look for:                                                        | 4 - Varying in Length and Complexity                                                                                                                                                                                                                                                                                                                                                                                                     | 3 – Some Variety in Length & Complexity | 2 – Sentences are short and simple                                       | 1 – Run on sentences, incomplete thoughts, fragments       |
| <u>    </u> 4<br><u>    </u> 3<br><u>    </u> 2<br><u>    </u> 1 | <b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>• Capitalization is correct</li> <li>• Overall – does it make sense? Is there correct and consistent verb usage? Do subjects and verbs agree?</li> <li>• Punctuation is correct</li> <li>• Spelling is correct? Does it reflect phonemic awareness and use of classroom tools? (i.e. word wall, dictionary, etc.)</li> </ul>                                                   |                                         |                                                                          |                                                            |
| Look for:                                                        | 4 – Minimal Errors in spelling, punctuation; consistent verb tense & subject verb agreement                                                                                                                                                                                                                                                                                                                                              | 3 – Few errors, meaning still clear     | 2 – Frequent errors in spelling & punctuation, writing is still readable | 1 – Frequent errors making writing difficult to understand |



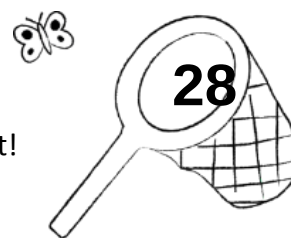
## Oral Presentation Rubric Second Grade

This rubric will be used when assessing your child's oral presentation

| CATEGORY                                                   | Excellent                                                                                                 | Good                                                                                                                | Satisfactory                                                                                   | Needs Improvement                                                                                                                                   |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                                                    | Fully addresses all components of the assigned topic with elaboration.                                    | Addresses most of the components of the assigned topic with elaboration.                                            | Addresses some of the components of the assigned topic.                                        | Addresses a few or none of the components of the assigned topic.                                                                                    |
| Length of Speech                                           | Speech is within the 4-5 minute time frame.                                                               | Speech is up to 15 seconds too short or too long.                                                                   | Speech is up to 30 seconds too short or too long.                                              | Speech is more than 30 seconds too short or too long.                                                                                               |
| Speaks Clearly                                             | Speaks clearly and distinctly all of the time and mispronounces no words.                                 | Speaks clearly and distinctly most of the time but may mispronounce one word.                                       | Speaks clearly and distinctly most of the time but may mispronounce up to 2 words.             | Often mumbles or cannot be understood and/or may mispronounce more than 2 words.                                                                    |
| Posture and Eye Contact                                    | Stands up straight, looks relaxed and confident. Establishes eye contact with the audience.               | Stands up straight and establishes eye contact with the audience.                                                   | Sometimes stands up straight and establish eye contact.                                        | Slouches and/or does not look at people during the presentation.                                                                                    |
| Volume                                                     | Volume is loud enough to be heard by all audience members throughout the presentation.                    | Volume is loud enough to be heard by all audience members most of the time.                                         | Volume is loud enough to be heard by all audience members some of the time.                    | Volume is often too soft to be heard by all audience members.                                                                                       |
| Preparedness                                               | Student is completely prepared and has obviously rehearsed.                                               | Student seems pretty prepared but might have needed a couple more rehearsals.                                       | Student is somewhat prepared, but it is clear that rehearsal was lacking.                      | Student does not seem prepared to present and/or presents a day or more late.                                                                       |
| Props (Could include costume, poster board, and pictures.) | Student uses several props that show considerable work/creativity and which make the presentation better. | Student uses at least one prop that shows considerable work/creativity and which make the presentation better.      | Student uses at least one prop, which makes the presentation better.                           | Student uses no props, the props detract from or are unrelated to the presentation, and/or the props are never referred to during the presentation. |
| Enthusiasm in others                                       | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to a small degree to try to generate enthusiasm. | Very little use of facial expressions or body language. Did not generate much interest in the topic being presented.                                |

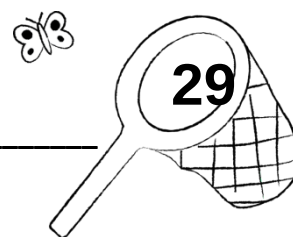
# Self-Assessment Listening Rubric

In Grade 2 we listen with our eyes, ears, and heart!



|                                                                                                                                                                                                     | <b>A =<br/>Awesome<br/>(4 points)</b>                                               | <b>B =<br/>Better<br/>(3 points)</b>                                            | <b>C =<br/>Could be Better<br/>(2 points)</b>                                        | <b>D =<br/>Didn't Really Try<br/>(1 point)</b>                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <br><b>Eyes</b><br>Remember...<br>We give our attention to the speaker!                                            | I had my eyes on the speaker <b><u>all</u></b> of the time.                         | I had my eyes on the speaker <b><u>most</u></b> of the time.                    | I had my eyes on the speaker <b><u>half</u></b> of the time.                         | My eyes were wandering and I was not really looking at the speaker.      |
| <br><b>Ears</b><br>Remember ...<br>Only one thing can be "open" its either your mouth or your ears!                | I did not speak or interrupt and my ears were "open" <b><u>all</u></b> of the time. | I interrupted only once and my ears were "open" <b><u>most</u></b> of the time. | I spoke or interrupted twice and my ears were "open" <b><u>some</u></b> of the time. | I spoke and interrupted often. My ears were "closed" most of the time.   |
| <br><b>Heart</b><br>Remember...<br>We show someone we care my sitting still and giving him or her our attention! | I sat still and gave my <b><u>full</u></b> attention to the speaker.                | I sat still and gave <b><u>most</u></b> of my attention to the speaker.         | I sat still and gave <b><u>some</u></b> of my attention to the speaker.              | I did not sit still and distracted some of my classmates from listening. |

**TOTAL:** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



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

Date: \_\_\_\_\_

## Oral Reading Rubric Second Grade

|                                           | <b>Excellent<br/>Level 4</b>                                                                               | <b>Good<br/>Level 3</b>                                                                                                       | <b>Satisfactory<br/>Level 2</b>                                                                                        | <b>Needs<br/>Improvement<br/>Level 1</b>                                                                 |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Expression</b>                         | Student uses expression to make the text 'come alive'.                                                     | Student uses highs and lows to add life to the text most of the time.                                                         | Student uses highs and lows to add life to the text some of the time.                                                  | Student's voice is monotone and there is little expression.                                              |
| <b>Volume &amp; Clarity</b>               | Student speaks with enough volume and clarity to be heard and understood all of the time.                  | Student speaks with enough volume and clarity to be heard and understood most of the time.                                    | Student speaks with enough volume and clarity to be heard and understood some of the time.                             | Student does not speak clearly, stumbles over words and speaks too quietly to be heard.                  |
| <b>Pace</b>                               | Student reads at a consistent pace that makes it enjoyable and easy to listen to.                          | Student mainly reads at a consistent, enjoyable pace.                                                                         | Student may read the text too slow or too fast making it difficult to understand.                                      | Student reads the text extremely slow.                                                                   |
| <b>Fluency</b>                            | Student reads the text fluently and it flows smoothly.                                                     | Student reads the text so that it flows smoothly most of the time.                                                            | Student sometimes reads fluently and other times is stilted.                                                           | Student reading is robotic and does not flow smoothly.                                                   |
| <b>Decoding/Word Attack Skills</b>        | Student uses phonics and syntax clues to quickly decode unknown words.                                     | Student uses phonics and syntax clues to decode unknown words most of the time.                                               | Student uses phonics and syntax clues to decode unknown words with assistance.                                         | Student does not use phonics and syntax clues to decode unknown words and requires much assistance.      |
| <b>Appropriate Pausing &amp; Phrasing</b> | Student uses punctuation to pause and stop at the right places. Student reads in large meaningful phrases. | Student uses punctuation to pause and stop at the right places most of the time. Student mostly reads in 3 or 4 word phrases. | Student uses punctuation to pause and stop at the right places some of the time. Student reads in 2 or 3 word phrases. | Student does not look for punctuation when he or she reads. Student is reading in word by word phrasing. |

Total: \_\_\_\_\_

Comments: