LECTURA/SAILL
Teacher's Guide

Language Enrichment and Comprehension through the Use of Read-Alouds

Grade 2, English

LECTURA-SECOND GRADE ENGLISH READING LESSONS FOR STUDENTS IN ENGLISH-ONLY AND BILINGUAL PROGRAMS

OVERVIEW

Each week the lessons have been systematically organized to follow a similar daily schedule; the schedule embodies specific components to enrich and enhance early reading instruction. Each week consists of four lessons (Days 1-4) and an assessment and review activities on Day 5. Day 6 is a flex day, which is included to give time to teachers to either finish incomplete lessons, or to review vocabulary if the lessons were completed. Every fifth week, there will be a three-day review of material taught in the previous four lessons. In addition, during some lessons in the review week, students engage in an activity to build their conversational ability. The topics that are covered in this activity are aligned with grade level ESOL standards. Note: the Lectura lessons will be taught only on days that are scheduled instructional days. The schedule is aligned with the Brownsville calendar.

Students listen to two narrative texts and two expository texts. All four Grade 2 narrative texts are relevant to key scientific themes including, Air and Weather, Solids and Liquids, New Plants, Balance and Motion, Insects, and Pebbles, Sand and Silt. The students in the Bilingual Program have some previewing of the English expository texts provided in Spanish during their Spanish language arts period.

Narrative Text

    For students in the English-only Programs, the components of our program for Day 1 and Day 2 are as follows:

> A) Pre-teach Key Words
>
>> i) Word Work (4)
>
> B) Interactive Reading
>
> C) Closing Discussion

The components of our program for Day 3 and Day 4 are as follows:

> A) Interactive Reading or Picture Walk
>
> B) Closing Discussion
>
> C) Extending Word Meaning
>
>> i) Key Words
>>
>> ii) Basic Words
>>
>> iii) Other Words and Phrases
>>
>> iv) Glossary Homework Assignment (students in the English-only program only)

The components or our program for Day 5 are as follows:

A) Vocabulary and comprehension assessment

B) Games to review key and basic vocabulary

For students in the Bilingual Programs, the components of our program for Days 1-4 are the following:

A) Pre-teach Key Words

i) Word Work (2)

B) Interactive Reading

C) Closing Discussion

D. Building Word Meaning—Basic Words

The components of our program for Day 5 are as follows:

A) Vocabulary and comprehension assessment

B) Games to review key and basic vocabulary

C) Optional-other words and phrases

Expository Text

The components of our program for Day 1 and 3 are as follows:

A) Introduction and Pre-teaching of Key Vocabulary

i) Word Work (2 words)

B) Interactive Reading

C) Closing Discussion

The components of our program for Day 2 and 4 are as follows:

A) Introduction and Pre-teaching of Key Vocabulary

i) Word Work (2 words)

B) Interactive Reading

C) Closing Discussion

D) Lesson Summary

The components for Day 5 are as follows:

1. Assessment

i. Glossary

ii.Comprehension

iii. Review

NOTES ABOUT THE LESSONS

Each weekly lesson consists of a read-aloud book, the appropriate pages in the teacher's guide, and vocabulary instruction using picture cards. The curriculum consists of 8 key words, 10 basic words, and 4 other words and phrases for narrative text. Each expository book is taught over a two-week period. Each week 4 key words are taught. In

addition, 2 key words that are science concept words (which may or may not appear in the text) and 2 'other words and phrases' are taught. A selection of the most important scientific terms that appear in the glossaries of the expository texts are taught, but in the context of the expository read-alouds. Finally, brief demonstration activities that convey key science concepts are proposed in each of the science weeks. These are optional.

It is very important that teachers read the story to the children using the script in the Interactive Reading sections of the Teacher's Guide. The same holds for the script on the vocabulary cards. This is because the authors have used a systematic method to paraphrase the text and describe the vocabulary.

The text in the teacher's guide that is in bold is text the teacher says to the children. If the text is both in bold and underlined, it is text that the teacher reads to the children and this text has come directly from the read-aloud book. If it is neither underlined nor bold, it is instructions to the teacher.

There are two methods we use for questioning. One is 'ask one student'. In this case, the teacher calls on one or two students in an attempt to get an appropriate response. The teacher then uses the RER strategies (described below) to help the class develop language proficiency and comprehension. It is important to keep a fast pace, so teachers should not call on more that 2-3 students for each question. The other form of questioning entails Partner-Talk which is also described below. As with 'ask one student', teachers should not call on more than 2 pairs and should use RER strategies.

Over the course of a week, students and teachers engage in the following activities.

WEEKLY ACTIVITIES

Preparation

Assign Partners

Follow the procedures in the Strategies/Procedures section below to assign partners. You will also need to cut out a circle and a square for each pair. Number each pair with the same number so partners can find each other. So the first pair would have a square with a one written on it and a circle with a one written on it; the second pair would have a square with a two written on it and a circle with a two written on it, etc.

Read the Story or Science Book

Number the Pages of the Story Book

Before Day One, number the pages of the book (pages in the science books are already numbered.) Assign number 1 to the first page with story text. Skip the title page. As an example, page 1 in *Where the Wild Things Are* has the following text: "The night Max wore his wolf suit and made mischief of one kind..."; and page 1 in Leonardo and the Flying Boy" has the following text: "There were no spaceships or airplanes when Zoro was a boy. The sky belonged to the birds. But one man dreamed of something incredible. "One day, Zoro," he told his pupil, "people will sail through the clouds and look down at the world below.

Anything is possible."

Review the Material in the Teachers Guide for that Day

It is very important to read through the material in the Teacher's Guide before beginning the lesson for that day.

Review the Vocabulary Cards

It is also important to select the cards for each lesson and review the text on the cards before the lesson begins.

Key Words

Days 1-2: English Program

Days 1-4: Bilingual Program

In **"Word Work"**, the key words are taught. To do this the teacher uses the picture cards. The cards are labeled and indicate the week and day of the week (i.e., Week One, Day Two) in which they are to be used. Each picture card shows two pictures that exemplify a single key word. One picture of the key word is on the front of the card and the other picture of the key word in is on the back of the card**. It is important to note that the text for each picture is on the opposite side of the card from the picture to make it easier for the teacher to read the text while showing the picture to students.**

<u>**Key Words**</u>

Key Word Selection

Key words are words that appear in the text and are taught before the text is read. We have selected these words for pre-teaching because:

- They are important for understanding the meaning of the story.

- They are words that are multidimensional, or have depth of meaning, as opposed to words whose referents are more concrete.

Key words have been chosen in consultation with the Living Word Vocabulary, a reference that provides information about the grade levels at which a given word is known by most children. Following current research guidelines for vocabulary instruction of first and second graders (Biemiller & Slonin, 2001), we have selected key words that are known by most of the children who are in either fourth or sixth grade. In this way, we are confident that the difficulty of the key words corresponds to the conceptual level of development of children in Grades 1 and 2. Lectura key words are often new labels for known concepts: e.g., *possess (have); leap (jump); joy (happiness)*, but they may also present important new concepts: e.g., *honor, depend, unfortunate, hesitate, courage.*

Key science words: Science words are taught in Grade 2 lessons that present expository texts. They are taught in the same manner as key words are taught, but unlike other key words, they do not necessarily appear in the science text. These words are useful in discussing the scientific processes described in the expository texts. They include terms such as: o*bserve, locate, measure, identify, etc.*

Key Word Instruction

The teaching procedures for each key word follow the same pattern. See the following example.

Example:

Terrible

1. **Another word in this story is terrible. Terrible means something that makes you scared, like fierce animals in the woods. Terrible may also mean something very bad or unpleasant, like children covered all over with mud.**
2. **En espanol, terrible quiere decir terrible como algo que te asusta. Terrible también quiere decir algo desagradable.**
3. **Terrible in English and terrible in Spanish are cognates. They sound the same and mean almost the same thing in both languages.**
****
4. **Now, let's look at a picture that demonstrates the word terrible. These animals** [point to the cheetahs] **are terrible. They can scare you. They are showing their teeth and are looking fierce.**
5. **Here is another picture of terrible. Remember, terrible also means something very bad or unpleasant.**
Partner talk: turn to your partner and talk about why this picture demonstrates the word terrible.

Ask one or two pairs for their response.

[Anticipated response: the girl is covered all over in mud; she got her clothes and hair all dirty with mud; it is terrible to be so dirty]

****

6. When the student has finished explaining why the picture demonstrates the word **terrible**, say to the students, "**Say terrible with me three times – terrible, terrible, terrible.**"

Basic Words

Days 3-4: English Program

Days 1-4: Bilingual Program

In the **"Basic Word Activity**", the teacher uses the text that accompanies the images to talk about the meanings of basic words. The basic words from each week come from one category; the category is aligned with the theme of the read-aloud book, and with the ESOL Standards for the respective grade. Grouping words thematically in this way emphasizes the connections that exist among word meanings, and helps the students to develop semantic networks, or associations between a given word and other related words. No basic words are taught in Grade 2 during the science weeks.

There are two procedures used to teach the basic words:

For Grade 1, use the images on the basic word cards to teach the meaning of the basic words. Use the text on the opposite side of the card from the image to describe the image. Make sure to point to elements of the image as you describe the basic word. After you have finished describing the basic words, quickly flash the cards. Say the word first, than have the children repeat the word as a group, than say the word again. Repeat the flash card activity one more time.

Example:

This is a **camel**.

A camel is a big brown animal with two humps on its back. The humps store water. Camels live in places where it is very hot like the desert.

Camels can go without water for a long time because they store their own water in their humps.

I am going to say **camel** and then I want you to repeat it with me – **camel, camel, camel**.

In Grade 2, the above method is used for words 1, 3, and 5. For words 2 and 4, the students do a think/pair/share to try to figure out the words depicted by the cards.

Example:

What do you see in this picture? Tell your partner.

Ask one or two pairs for their response.

[Teacher rephrasing: This is a picture of a dancer bending over. To **bend** means to lean the top half of your body over the bottom half. You can bend down to tie your shoes or to pick something up. Let's all pretend we are bending down to pick up a pencil.]

I am going to say bend and then I want you to repeat it with me – **bend** – **bend** – **bend.**

Other Words and Phrases

Days 3-4: English Program

Day 5 introduced and taught throughout the week if desired: Bilingual Program

Other Words and Phrases Selection

The "**Other Words and Phrases"** activity focuses on idioms and other expressions that may be difficult for second language learners. The category "other words and phrases" comprises high frequency words. These are the core words of the English language, words that are speakers use and hear often, and which appear in print over and over again. Word types in this category include words that express grammatical relationships, such as conjunctions and prepositions (e.g., *because, among*), adverbs of time and place (e.g., *often, across*), and idioms (e.g., *I don't believe my eyes!).* In Grade 2, the category is expanded to include phrasal verbs such as *give up, give out, give in, give way*; *look up, look at, look for,* etc. Phrasal verbs exemplify the difficulty posed by words of high frequency: these words often have multiple meanings. It is important to ensure that ELLs undersstand the primary meanings of these high frequency words.

Other Words and Phrases Instruction

In teaching 'other words and phrases,' the target word or phrase is first defined in English. Second, a picture that demonstrates the word or phrase is presented. The word is then defined in Spanish. Finally, children are invited to explore the word through dialogues with the teacher that deepen the children's understanding of the word.

Example:

2. Underneath

In English, if something is underneath, it is under or below.

En español, underneath quiere decir debajo.

This picture demonstrates the word "underneath" or below. We can see the light blue table underneath the jigsaw puzzle.

Let's think about what the word underneath means.

I am going to name some animals. If the animal lives underneath the ground, clap and say "underneath." If it lives above the ground, don't say anything.

A rabbit

A horse

A worm

A bird

It's a very cold day and your friend is wearing a big, puffy jacket. What might he be wearing underneath it?

CALL ON ONE CHILD

[Anticipated responses: Underneath; silence; underneath; silence.//He might be wearing a sweater or sweatshirt, a shirt, an undershirt.]

Say it with me three times: underneath, underneath, underneath

Glossary Work

Students are given a glossary of the key vocabulary (and scientific vocabulary for expository text) for homework on Day 4. In this glossary (Glossary I) students complete a fill-in-the-blank exercise, using a picture of the word and its definition as presented in the key word activities. In addition, Glossary I presents two comprehension questions related to the text. This work is then reviewed during MacMillan time.

　　Teachers may choose to have their students complete Glossary II as well. Whereas Glossary I is provided for all students, teachers who wish to use Glossary II must make copies for the students. The word activities in Glossary II differ from those in Glossary I in that the fill-in-the-blank activities used are contextual, not definitional sentences. Another difference is that Glossary II does not contain comprehension questions. Teachers may use these glossaries for assessment in the manner of their choosing.

Interactive Reading
Narrative Texts: Days 1-2 English Program; Days 1-4 Bilingual Program
Expository Texts: Days 1-4 both Programs

　　For the reading of the narrative texts for students in the English-only program, the teacher will read half of the story and during Day 1, and complete the story on Day 2. For students in the Bilingual Program, the story is read over four days. For the science texts, smaller portions of text are read each day so that the reading occurs over Days 1-4. Interactive reading employs paraphrasing and questioning techniques designed to clarify the meaning of the overall text and expand word knowledge.

More specifically, Interactive Reading comprises:

1. Explanations of key words and other words essential to understanding the text, either through brief explanations or reference to illustrations. In the second grade expository texts the teacher will begin with an overarching question and a KLW activity related to the information presented in the science text. During the Interactive Reading, selected 'science' vocabulary that appears in the books' glossary will be discussed in context to help ensure students' comprehension.
2. Building background knowledge important in understanding the story, for example, explaining that bats sleep during the day and are active at night so that students will better comprehend the story book <u>Stellaluna,</u> which is about bats, but doesn't explicitly state this information .
3. Questioning techniques that allow the teacher to model comprehension strategies. Such strategies will be important tools for students in making meaning of text as independent readers. The strategies include visualizing, drawing inferences, making connections from text-to-text, text-to-self, and text-to- world, summarizing, and inferring word meaning.
4. Additional questions that alternate between questions for individuals and questions for partners.
5. For students in Grade 2, who no longer participate in the "Act-out Word Meanings" described above, opportunities for movement are incorporated into the interactive readings. For example, when encountering the key words "pose" and "sketch" during the reading of "Degas and the Little Dancer," students will be invited to strike a pose and to pretend they are sketching something.

It is very important that the teacher show the book to the students while reading, point to elements of the picture, and demonstrate word meaning while reading to help make the text meaning clear. Teachers are encouraged to use an Elmo when reading a small book so students are able to see the pictures from their seats.

Interactive Reading (English Program Only, Days 3-4)

During the narrative "**Interactive Reading"** sessions on Days 3 and 4 we paraphrase around 'other words and phrases' such as idioms and conjunctions (i.e., but, therefore, so). We also stop at key junctures in the text and ask children a question in order to get them to retell the part of the story that has just been read. The questions alternate between those intended for one child in the class and those intended for Partner Talk. The teacher always uses the following technique:

Let's think about what we've read on these pages. [Quickly show illustrations on pages for the portion of story the child is supposed to retell. Do not describe the story while showing pictures.] **Question (i.e., now, why do you think Max's mom called him a wild thing?)** [Go back to the first page of this retell section so that the child can use the pictures to help retell the story]

During Day 3, the teacher reads half the story and during Day 4, the teacher completes the story.

Alternatively, teachers may opt to do a picture walk during Days 3 and 4. In this case, the teacher will not reread the text, but instead ask students to retell sections of the story, one section at a time. Prior to conducting the picture walk with students, the

teacher should highlight the questions and 'other words and phrases' paraphrasing along with the pages to which they correspond. The teacher can then ask these questions and paraphrase 'other words and phrases' during the course of the picture walk.

Closing Discussion

For the narrative texts, on Day 1, the teacher poses a question that helps children either to predict what will happen as the story is continued on Day 2, or to make an inference based on the portion of the story that has been read. On Day 2, the teacher asks a compare/contrast question. For example, students might be asked to compare a character in a given story to one in a previously read Lectura book. On Day 2, the teacher might also ask a question that calls for students to summarize what they have read thus far. On Day 3, the teacher poses a question that helps children tie what they have learned to their own lives. In Day 4, the children have an opportunity to evaluate the book and explain why they liked it or didn't like it.

For the science texts, the "Closing Discussion" is an opportunity for students to discuss the overarching question that introduced the Interactive Reading.

The questioning techniques employed in Lectura are drawn from Bloom's Taxonomy (1956), a widely-used classification system that categorizes question types according to the level of abstract thinking required to answer the question. The levels of questions in order of difficulty, beginning with the easiest, are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

In Lectura, we do not limit ourselves to the lowest level of question—the "knowledge" questions that elicit basic recall (the *who, what, when, where*, etc. type questions), but also focus on level 2, and pose questions that ask the students to demonstrate comprehension through predicting, comparing and contrasting, and inferring. These level 2 questions help students to develop logical thinking and reasoning skills, and so encourage critical thinking. The question that asks students to apply what they have learned to their own life is a level 3 question, and the question that asks students to judge the value of the book corresponds to level 6 in Bloom's Taxonomy, *evaluation*.

For students in the English-only program**,** during Days 3 and 4, teachers engage in three activities: Interactive Reading (a story reread or picture walk), Closing Discussion, and Extending Word Meaning. Students in the Bilingual Program continue with interactive reading as was done on Days 1 and 2. During the science weeks, however, the story reread/picture walk option is not available as Word Work and Interactive Reading are spread over four days, so that two key words, 2 science words or 2 'other words and phrases' are taught each day, followed by Interactive Reading that presents the text for

the first time.

Assessment

In Grade 2, only students in the bilingual classes are assessed on their vocabulary knowledge and comprehension of the story on Day 5. The assessment consists of:
1. Glossary I work
2. Responding to comprehension questions
3. An optional game that provides additional encounters with the vocabulary words

To provide a learning incentive to students and encourage progress in learning the key words, Lectura will provide the following chart:

Student's name	Words learned							
	1	2	3	4	5	6	7	8
John								
Mary								
Jack								
Pedro								
Steven								

Each student will have a boat with his/her name on it. The boat moves ahead one space for each key word learned, as demonstrated through correct answers on the glossary assessment. To encourage students to learn the words they missed, they can be given additional opportunities to demonstrate word knowledge after the assessment and their boats advanced.

STRATEGIES AND PROCEDURES

Partner Talk

In **"Partner Talk"**, the children are assigned a partner and work in pairs. Partner Talk allows children more time to talk, thus increasing student engagement. It is best to pair children stronger in English with children who are more limited English proficient.

Cut out circles and squares and number them by group (i.e., number one placed on 1 circle and 1 square, number two placed on the next circle and square, etc.) Give the stronger reader in each pair a square and give the other child a circle.

Before the lesson begins, the children find partners with the same number and tell the

children that today, squares answer the question first.

Tell children that all the partners who cooperate well, help each other, and use quiet voices get to keep their stickers. (Also see Table above on Partner Reading.)

After the teacher has given the partners a few minutes to answer the question, it is important to call on one or two pairs of children. Use the RER strategy described below to build their oral language proficiency and comprehension.

(Cunningham, Hall, & Sigmon. 1999)

What you do	What you see	What you hear
Person with square marker answers question first. Person with circle marker listens carefully to his or her partner and waits until he or she has completed what they want to say. He or she may ask one question for clarification. Person with circle marker answers question next. Then person with square marker listens and may ask one question.	Partners facing each other.	Soft voices.

Repeat - Elaborate - Rephrase (RER) Strategy

The RER strategy is a technique of verbal scaffolding that includes three steps.

The first step is to repeat what the student says. This is often repeated in a louder voice and more slowly than the student has stated it. This is so the whole class can hear the response. If needed 'repeat' should be restated with implicit correction. This means repeating what the student has said, correcting pronunciation, grammar, etc. as needed. Repeat can also be restated with explicit correction. This is when the teacher calls attention to correct pronunciation, grammar, etc.

Elaborate is the next step. Here, the teacher elaborates on a student's response. The teacher can also elicit a more comprehensive response from the student by prompting the student for further explanation or to add to the response or comment.

Rephrase is the third step. It is paraphrasing the student response.

The teacher states the response in another way, such as to target a learner's comprehension.

References

Beimiller A., & Slonin, N. (2001). Estimating root word vocabulary growth in normative and advantaged populations: Evidence for a common sequence of vocabulary acquisition. *Journal of Educational Psychology. 93*(3) 498-520.

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.* New York: David McKay Co Inc.