

THEMATIC UNIT

Related to ELA Prototypes



Theme: Solving Problems

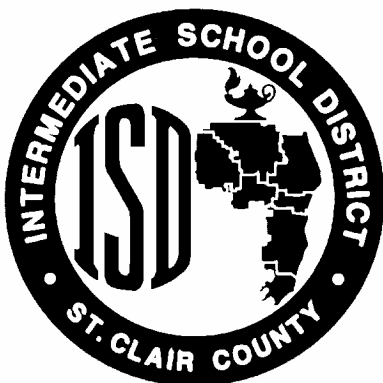
Suggested for: **Second Grade**

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~Thematic Units~

Dear Colleagues:

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

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

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

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

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

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

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

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




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

Happy reading and writing!

Teacher Suggestion Page

Solving Problems

Solving Problems will be a good prototype to start out the year. We always want our students to recognize a problem and try to come up with a solution without our help. Does “tattle-taling” come to mind? Hopefully this will help with classroom problems and lead to some good discussions.

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

ELA Prototype Materials

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

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

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

Thematically Related Text Sets – Solving Problems 2nd Grade

Code Key: Suggested Uses and Genres

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

CODE	TITLE	AUTHOR	COMMENTS
1	Peter’s Chair	Ezra Keats	Author Study
1	Sylvester and the Magic Pebble	William Steig	
2	Elmer	David McKee	Profundity/Writing
2	The Little Engine That Could	Watty Piper	Profundity/Writing
3	Little Red Hen	Paul Galdone	Note Taking
4	“The Wrong Start” from <i>The Random House Book of Poetry for Children</i> (Jack Prelutsky)	Marchette Chute	Anticipatory Set
4	Mrs. Toggle’s Zipper	Robin Pulver	Read Aloud
4	Whistle for Willie	Ezra Keats	Analyzing Story/Retell
4	Buzzy the Bumblebee	Denise Brennan-Nelson	Retelling Chart
4	The Berenstain Bears’ Trouble at School	Stan Berenstain	Discussion Circle
4	Jack and the Beanstalk	Adapted by Lisa Blau	Reader’s Theater

Anticipatory Set / Solving Problems

The Wrong Start, by Marchette Chute

I got up this morning and meant to be good,
But things didn't happen the way that they should.

I lost my toothbrush,
 I slammed the door,
I dropped an egg
 On the kitchen floor,
I spilled some sugar
 And after that
I tried to hurry
 And tripped on the cat.

Things may get better. I don't know when.
I think I'll go back and start over again.

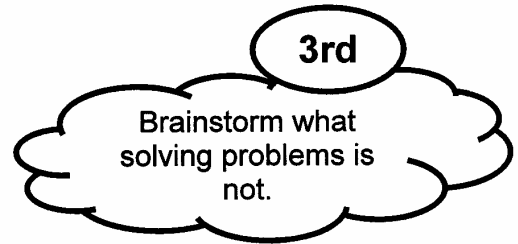
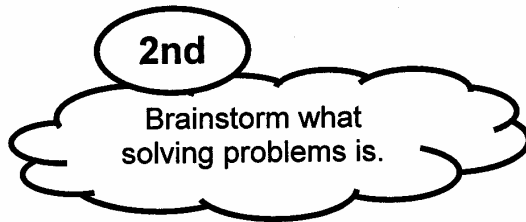
Discussion:

- Discuss the problems and ways they could be solved.
- A poetry lesson could also be added.

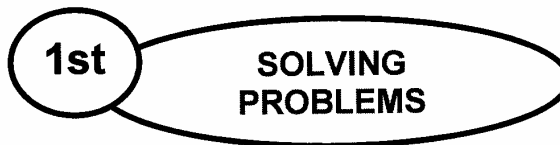
How to Use Frayer's Model to Develop Student Understanding of Themes

Solving Problems is...

Solving Problems is not...

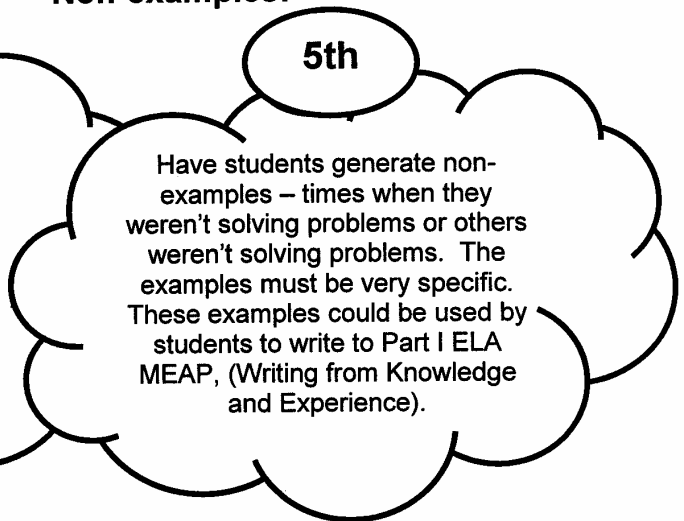
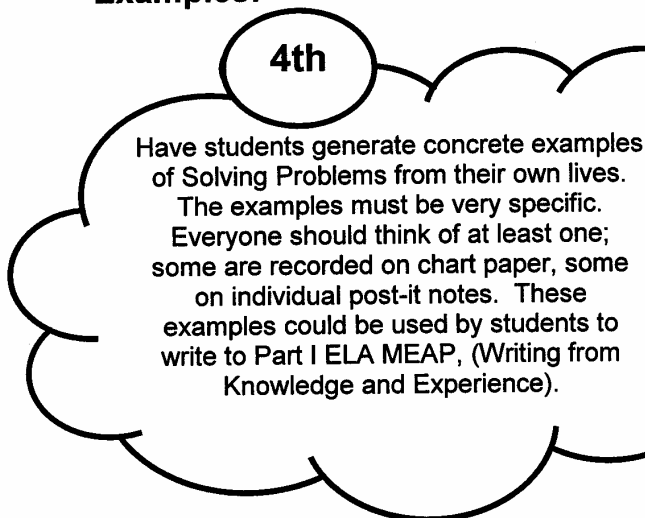


State theme in center oval



Examples:

Non-examples:



6th Read a book about "Solving Problems" that is not in the prototype. Have students listen for clear examples and non-examples of Solving Problems. Use names and situations specific to the reading selection, when recording the examples.

7th Have students identify clear examples from the 1st reading selection to record on the chart.

8th Have students identify clear examples from the 2nd reading selection to record on the chart.

9th Have students listen for clear examples and non-examples of Solving Problems during part three of the prototype to record on the chart.

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

Example of Frayer's Model

Solving problems is...

Talking about troubles

Working with others

Compromising

Being helpful

Fixing a crisis

Solving problems is not...

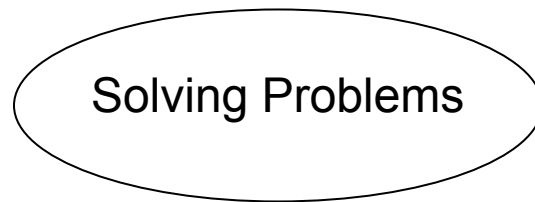
Fighting

Yelling/Arguing

Being unfair

Ignoring

Walking away from a difficult situation



Example:

Sarah was helping Rob with his math work at recess.

Tessa and Brad wanted to play soccer and I wanted to play basketball, so we decided to play both.

Molly went to get an adult when Ashley fell off the slide.

Non example:

Nobody would help Terri clean the house, so she left it a mess.

Mark and Aaron got into a fight at recess.

Anne didn't talk to Kevin because she was mad at him.

Peter's Chair, by Ezra Keats

Peter's mom wanted to talk to Peter and have him come home.

Peter wanted to help paint his chair for his sister.

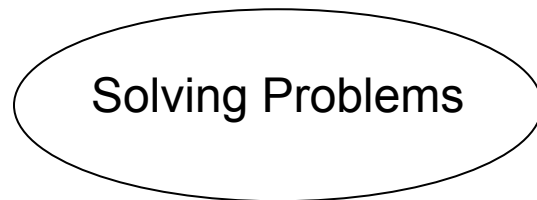
Peter ran away with his blue chair, so his sister couldn't have it.

Peter pretended not to hear his mom and hid from her.

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

Solving problems is...

Solving problems is not...



Example:

Non example:

Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Permission has been granted to us by Dr. Elaine Weber, Barbara Nelson and Ray Woods to provide you with some resources from *Profiles in Writing 2002*. These will help you as you instruct students in personal narratives.

These resources will provide you with:

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

attributes of **writing**

Note

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

Focus on Content and Ideas

Organization

Voice/Style,

and

Conventions.

focus on content

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

organiza·tion

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

Voice/style

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

con·ven·tion(s)

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

profiles prompt

Topic

A Special Place

Thinking About The Topic

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

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

Writing About The Topic

Write about a special place.

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

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

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

grade two (A Special Place)

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

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

- ✓ focuses on topic
- ✓ develops with specific details

organization

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

Voice/style

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

con·ven·tion(s)

- ✓ mixes invented and standard spelling

attributes **grade two**

focus on content

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

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

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

Voice/style

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

con·ven·tion(s)

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

strategies used by **narrative writers**

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

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
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22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

strategies used by narrative writers (cont.)

Second Grade

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

Third Grade

The Friendship Trick (prompt: Friendship)

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

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we went into the
adtareum. And then I
got to the entrens. I
was nerves. I looked
up ther was a sine it
said deith is benth
you. The door opend.
I took a deep breth. I

took my first step
and the door shout.
The first thing I seen
was smoke. When the
smoke whent away. I
seen a tomb. Some
thing poped out it was
a drakyata. It had blod
on it. Then some body
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The Friendship Trick (prompt: Friendship)

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Using Profundity in the Second Grade Classroom

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

First Reading

The teacher reads the book to students for enjoyment.

Second Reading

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

Third Reading

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

Fourth Reading

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

Later Experiences with Different Books

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

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

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