

Summer Success[®] Reading

Grade 2 Teacher's Edition Updates

The read-aloud book *Someplace Else* has been replaced with *The Little House*. Please substitute the new title whenever you see a reference to *Someplace Else* on Teacher's Edition pages xxxii and 50–73 (Week 3). For additional changes to the Teacher's Edition, see the following replacement pages.

Comprehension Strategy:

Visualizing (page xxi)

- Explain that good readers form pictures in their minds of what the author is saying. This strategy is called visualizing. Say:

When you read, make a picture in your mind of what the author is saying. This will help you understand what you are reading. Our read-aloud book for this week is an excellent book to use to practice visualizing.

Introduce *The Little House*

- Ask children how they would preview a book (for example, look at the title and cover illustration, read the back cover summary).
- After previewing the different features, ask questions such as the following:
 - Has anyone ever lived out in the country?*
 - Has anyone ever lived in a big city?*
 - How is living in the country different from living in a big city?*

Read *The Little House*

- Ask children to listen carefully while you read so that they can make pictures in their minds.
- After page 6, say:
 - I love the way the author tells about spring at the Little House. I can see what happens in spring in my mind. What details about spring help you “see” what the Little House sees?*
- After page 16, ask:
 - In what ways does the countryside around Little House look different now?*
- After page 28 ask:
 - Did you picture how the countryside around the Little House looks now?*Show students the illustration on page 28 to help them check their visualizing skills.
- After page 37 ask:
 - What details help you see Little House’s move out of the city?*
 - What details tell you about Little House’s new home?*

Reread *The Little House*

- Tell children that the story *The Little House* is about many different kinds of changes. For example, when the Little House is moved out to the country, she gets a change in where she sits.
- Have children participate in the rereading. Say:

Today as I read the book to you, I am going to pause after I read each page. Raise your hand to explain a change that I have just read about.

- Have volunteers identify the many changes that happen throughout the story.

Comprehension strategy:

Retelling (page xxv)

- Tell children that retelling is restating or “telling again” the main events and supporting details from a story. Explain to children that when they retell what they have read, they are demonstrating that they recognize what a selection is all about.
- Model for children how to identify the main ideas and supporting details of a piece of text and use the information to retell what they've read.
- Have children look at page 1 of *The Little House*. Say:

On this page we read about where the Little House was built and the kind of life her builder wanted for her.

- Then say:

If I want to retell what I have read, I might say something like—a little house stood in the country. It was pretty and well built. The man who built the house said that it would be owned by his family for a long time.

Strategy Focus

Keep the strategies poster, Teaching Poster 1, available to remind children to ask themselves at least one of the questions for each story or article they read.

Introduce sequence

- Draw several boxes on chart paper or the board, or use Teaching Poster 6.
- Connect the boxes to each other with an arrow, indicating sequence.
- Have children identify events telling how the countryside around the house changed. Write each change in a box. (For example: Horseless carriages came. A big road was made. Businesses and houses were built along the road. More roads were made. More houses and buildings spread over the land. Trolleys, trains, and a subway were built. Skyscrapers were built.)
- Ask a student to check the order in the book, *The Little House*.
- Finally, have a child add the story's ending events to the chart and to use the completed chart to retell the story. Prompt the child to use sequence words such as *first, next, then, finally, and last* in the retelling of *The Little House*.

Strategy Focus

A good retelling is not just everything the child remembers about a story. It shows that a child can distinguish between important and unimportant details.

Introduce and Read "A Mysterious Mansion"

- Have children locate the selection on pages 6–7. Point out the features on page 6 to preview the article: the title, introduction, photographs, and the bulleted list at the end.
- Have each child find Mrs. Winchester's name and say it. Introduce the word *mansion*, which is defined on page 6.
- Have children read the story silently or with a partner. Provide help as needed.
- Ask children to comment about what they read.

Fluency practice: Phrasing

Tell children that phrases are words that go together because they tell about one thing. Share examples of phrases from "A Mysterious Mansion." Point out that some phrases are set off by commas. Read aloud a section from the text. Focus on phrasing as you read. Explain that attention to phrasing makes a story read aloud seem more natural. Have children follow your model.

Comprehension strategy practice: Retelling

- Ask a volunteer to retell *The Little House* in his or her own words. Encourage the child to use the sequence chain the class made on Day 13.
- Reread the book aloud. You may want to ask several volunteers to read portions of the book aloud for you.

Distinguish between fiction and nonfiction

- Review that fiction is not true, but nonfiction is true. Discuss with children whether they think *The Little House* is fiction or nonfiction. Encourage children to explain their reasoning.

Introduce and read aloud "At Home in Space"

- Introduce the article on pages 13–14 of the "Anybody Home?" magazine by reading the introduction aloud.
- Tap children's prior knowledge by asking what they already know about space and space travel.
- Remind children that thinking about what they already know about a topic, as well as what they have previously read, can help them make predictions about the article.
- Read the article to children or have them read it on their own.
- After children complete their reading, ask:
—Do you think "At Home in Space" is fiction or nonfiction? Why?

Reread *The Little House*

If any children have read this book during their independent reading time, encourage them to read aloud a portion of the book to the class.

- Ask children to discuss the following questions briefly with partners. Then have volunteers share their answers with the class.
—*Did you enjoy this story? Was it interesting? Happy? What do you think about the characters and about what happened in the story?*
- Write the answers on chart paper and see whether children have similar ideas.

Teaching Note

Rereading the same book several times often gives children a sense of accomplishment and confidence because each time they approach the text, the reading is easier.