



Magazine

Shared Reading Teaching Plans

SCHOLASTIC

Let's Celebrate!



- **Canada celebrates**
- **Lighting up winter**
- **Make a dragon puppet**



Shared Reading
Audio Available Online
www.lpey.ca

Let's Celebrate! Magazine Teaching Plans

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Online Resources

See Grade 2 of the *Literacy Place for the Early Years* website for fluent readings that accompany this poetry book.

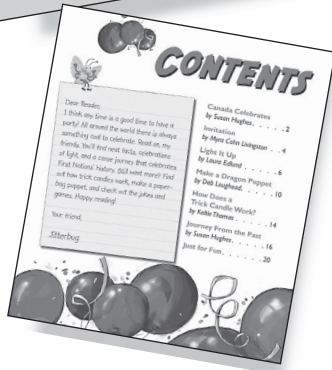
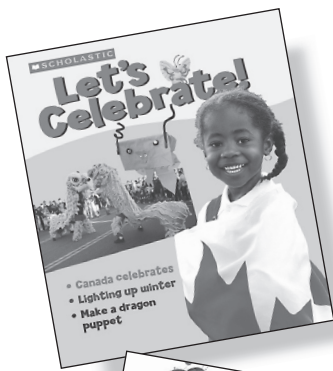
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Table of Contents

Let's Celebrate! Introduction (magazine walk-through; both sides of front and back covers; Contents page; some special text formats)	2
Canada Celebrates	6
Invitation	10
Light It Up	14
Make a Dragon Puppet	18
How Does a Trick Candle Work?	22
Journey From the Past	26
Just for Fun/Advertisement	30
Festival Mix-Up	34

Let's Celebrate! Introduction

(magazine walk-through; both sides of front and back covers: contents page; some special text formats)



Text Type: Fiction/Non-fiction: Various Text Types

Summary: A variety of text types are represented in this magazine, with eight selections about celebrations around the world. In this lesson plan, students are introduced to the variety of text types and some of their unique features, with special attention given to the format of a letter and an advertisement.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ table of contents
- ▶ letter
- ▶ headings

Visual Literacy

- ▶ overlapping photographs
- ▶ diagram with a label
- ▶ speech bubbles
- ▶ half-page ad
- ▶ student drawings with captions
- ▶ inset numbers with photographs

First Reading

Reading Strategies

Comprehension

- ▶ making connections
- ▶ predicting

Working with Words

- ▶ attending to print
- ▶ rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections to this format
- ▶ use text features in the magazine to make predictions
- ▶ discuss the magazine format
- ▶ attend to print and rhyming words

Oral Language Opportunities

- ▶ listening to others
- ▶ retelling of similar experiences with a partner



BEFORE READING

Making connections: text to text

Activating and Building Prior Knowledge

Show students the LPEY magazine from Kindergarten or Grade 1, or another magazine they might be familiar with and explain that they are magazines. Ask students to tell you what makes magazines different from books. Brainstorm with students, and jot down their ideas on the board. Then categorize the ideas under two headings—“Text Features” and “Text Types.”

Making connections: text to self

Look at the front and back covers of the magazine. Ask students if they have ever celebrated in the ways they see in the pictures.

Predicting

Read the Contents page. Ask, *What celebrations will we read about in this magazine?* Tell them there are some hints in the letter from Jitterbug on the Contents page. Say, *Let's look through the magazine to see if your predictions are right.*

Making connections: text to self

Setting a Purpose

Say, *As we look through the magazine, think about a time when you had a similar kind of celebration. I will ask you to share your stories later.*



DURING READING

Text features

Point out the different sizes and colours of headings on the cover, along with the inset pictures on the inside front cover. Share aloud predictions about what each of them mean. Tell students there will be more headings in different sizes, shapes, and colours throughout the magazine. Encourage students to notice the headings as they read.

Draw students' attention to the letter and ask, *How many of you have ever written a letter?* Tell them that Jitterbug gives hints about the celebrations in this magazine. Read the letter to add to students' suspense.

Teaching Tip: Make sure students recognize the importance of the Contents page and understand how it can help them determine what to read or find the selection they wish to read.

Text features/visual literacy

Discuss the layout of overlapping photos and drawings and the corresponding text. Ask why this text feature is used in a magazine format. Ask, *Do you find the text helps you understand the art or photo better?*

Explain that the reason the captions below the drawings have two different fonts is that the different letters are the name of the event.

ESL Note: Make a chart of text features of instructional procedures. Include a diagram and a brief description of the use of each feature. Compare to other text features.

Word solving and building

Look at the rhyming at the top of the ad from Tricks and More. Have students help you make up cards with words that rhyme with *fun* and *done*. Students in partners or groups can then come up with other rhymes that could also be used for this ad.

Making connections: text to self, comparing/predicting

Read the titles of the articles on the Contents page. Ask, *Have you ever made a dragon puppet? What do you think "Light It Up" means? What do you think these articles all have in common?*

Text features/visual literacy

Look at the Tricks and More ad on the inside cover. Discuss the format of this page in terms of the fonts (varying sizes and colours), the choice of illustrations, the speech bubble, and the captions. Explain how these features support the format needed for a magazine page. Ask, *Why do you think magazines have ads?*



AFTER READING

Making connections: text to self

Students should now be familiar with the format of magazines. Have each student share the following with a partner:

- ▶ a story about a celebration of their own
- ▶ some of the text features they see that will help them when they read this magazine

Visual literacy

Have students draw a picture of the celebration they most enjoyed, adding a title for their drawing at the top and writing a quote describing the picture to appear below the photo.

Word solving and building

Go to the "My Favourite Celebration" page and use the pointer to help students see where to track the print that corresponds to each photo.

Second and Further Readings

Suggest that some students look through the magazine again in pairs or small groups.

Print Concepts, Book Handling, and Text Features

Text features

Using the Contents page, ask, *On what page would we find...?* Have another student turn to that page to check the prediction.

Point to the beginning and end of the letter. Ask, *Do all letters need to begin and end like this?*

Print concepts

Ask students to note the quotation marks on the "My Favourite Celebration" page. Note the name below the quotation marks. Ask, *What do you notice about the punctuation marks on this page? Why are they there?*

Focusing on Comprehension

Making connections: text to self

Look at the pictures on the inside front cover. Ask students to draw a picture of a favourite family celebration.

Visual literacy

Working with Words

Invite students to look at the “My Favourite Celebration” page and use the variety of coloured headings to locate great Canadian events.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a class, come up with a topic for a class magazine. Together, come up with suggestions for articles and stories. Using chart paper, make up a Contents page.

Independent Reading

Place *Let's Celebrate!* in the classroom library. Invite students to independently browse through the magazine to revisit the text features and visual literacy features that make the magazine format different from other books.

Teaching Tip: The online audio for this magazine includes fluent readings for all selections.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Celebrate” and “Festival”) under Word Solving and Building in the *Working with Words Guide*.



Home Links

Encourage students to take home magazines that include stories and photographs about events and festivals in Canada.

Canada Celebrates

(pages 2-3)



Written by Susan Hughes

Text Type: Non-fiction: Description — Report

Summary: This article about celebrations in Canada introduces students to four well-known Canadian events.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ headings
- ▶ illustration/text layout introduces variation
- ▶ event names highlighted within text in different colours

Visual Literacy

- ▶ speech bubble

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ synthesizing

Working with Words

- ▶ attending to print
- ▶ using font size and colour to help locate words quickly

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize the information in the text
- ▶ make related text-to-self connections
- ▶ discuss text features
- ▶ use text features to make predictions

Oral Language Opportunities

- ▶ listening to others
- ▶ discussing in a group and with a partner



BEFORE READING

Making connections:
text to text

Activating and Building Prior Knowledge

Ask students to think about other books or magazines they have seen. Ask, *Have you ever seen stories about events with activities like these?* Encourage sharing. If there are no responses, give some hints based on the illustrations to pique students' interest.

ESL Note: Make a chart of text features of reports. Include a diagram and a brief description of the use of each feature. Compare to other text features.

Making connections:
text to self

Working in pairs, have students look at the illustrations and share a personal experience about one of the illustrated activities. Encourage students to talk about a memory of any special event or celebration connected to the activity.

Synthesizing

Setting a Purpose

Say, *Look at the different events described on these pages and connect the facts, ideas, and events, then summarize them.*



DURING READING

Text features

Point out the different sizes and colours of headings. Explain how the headings make it easy to look over the text and locate the title of each great Canadian event.

Visual literacy

Discuss the layout of the text and the variety in both the size and location of the pictures on these two pages. Explain how important it is for readers to notice changes in illustration/text layout as they read.

Making connections:
text to self/predicting

As you read the article with students, stop after the name of each event and encourage students to make personal connections and predictions (e.g., for "Polar Bear Swims," ask, *Based on the name, do you think the water would be warm or cold? Do you like to swim in warm or cold water? Have you ever participated in a polar bear swim?*).



AFTER READING

Making connections:
text to self

Ask, *What is your favourite Canadian festival?*

Visual literacy

On a map of Canada, show students where the three provinces mentioned are located. Ask them to jot down which of these provinces is either the one they live in or the one closest to it.

Synthesizing

Write the four great Canadian events at the top of chart paper and ask students for the facts about each event. List the facts under the name of each event. Explain that the event is the main idea and the facts listed below are important details about the main idea. Then model how to use the main idea and details to get the gist of one of the events. Have students practise synthesizing the other events aloud.

Text features/visual literacy

Look at the illustration at the top right of the second page and discuss the purpose for the speech bubble and the ellipsis. Explain that an ellipsis is used to show a pause that is a little longer than a comma. Explain how these features can be used to support the intended meaning of the article.

Word solving and building

Explain that the names of all cities and provinces begin with capital letters. Have students use this print convention, along with known words/word parts, to locate the names of the following places:

Place Name / Known word or word part

Vancouver / “an”
Ontario / “on”
Nova Scotia / “no”

Second and Further Readings

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further rereadings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, select a balance of Print Concepts, Comprehension, and Working with Words from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling and Text Features

Tracking print

Have a student use a pointer to track print as you reread the article.

Text features

Have students use a pointer to highlight the event names and the title of the article, explaining which text feature helped them locate this information.

Focusing on Comprehension

Synthesizing

Suggest that some students reread this article in pairs. Have one student point out a great Canadian event and the other give a fact or two about it.

Making connections: text to self

Have a small group reread the article. Have each student draw a picture of one of the events, adding a caption of their own about the event.

Working with Words

Word solving and building

Explain how knowing part of a word can help solve that word and other new words. Have students work with other words in this text, following the example below:

word part	“old”
word solving	cold, hold, oldest



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a class writing activity, brainstorm a great class event and have each student add one detail about the event. Write the ideas on chart paper.

Independent Reading

Make the six small versions of *Let's Celebrate!* and the online audio available for students. Invite students to use these materials to read the magazine independently.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.



Home Links

Ask students to go home and see if they can find more information about one of the great Canadian events they have read about in this article. Have them interview their parents or other family members and bring that information back to share with the class.

Working with Words

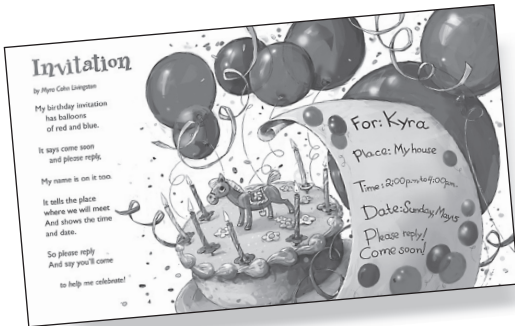
Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Festival”) under Word Solving and Building in the *Working with Words Guide*.

Invitation

(pages 4-5)

Written by Myra Cohn Livingston



Text Type: Fiction: Narrative — Poem

Summary: This poem uses a familiar topic to present an opportunity to discuss the benefit of the poetic form to Grade 2 students.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ poetry format—text presented in stanzas
- ▶ italics
- ▶ variety in margins

Visual Literacy

- ▶ handwritten invitation

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ solving multi-syllabic words
- ▶ using prefixes or suffixes to help understand unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make related text-to-self connections
- ▶ infer based on the text and illustrations
- ▶ use text features to support fluency and comprehension
- ▶ solve unfamiliar words of two or more syllables

Oral Language Opportunities

- ▶ listening to others
- ▶ discussing with a group
- ▶ discussing with a partner



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Ask how many students have received an invitation to a birthday party. Ask, *What information would be on the invitation?* Jot down their responses on the board.

Making connections:
text to text

Say, *We are going to see an example of an invitation and read about this invitation. The description of the invitation is in the form of a poem. Have you ever seen a poem in another book or magazine? Can you tell me how a poem looks different from other stories you have seen?*

ESL Note: Make a chart of text features of poems. Include a diagram and a brief description of the use of each feature. Compare to other text features.

Inferring

Setting a Purpose

Say, *Let's look at the handwritten invitation and read the poem to see if it describes all the important information you think should be in an invitation. What else do you think could be added to the invitation?*



DURING READING

Text features

Read the poem aloud, stopping at the end of stanzas 2 and 4 to explain how the varied text layout on each line supports both the poetic form and the overall meaning of the poem.

Text features

Draw attention to margins, stanzas, and italics.

Inferring

Ask, *How do you think Kyra feels when she sends out her birthday invitations?*

Making connections:
text to self/inferring

As you read aloud, stop at the end of the first and last stanzas and do a think-aloud to encourage students to make connections, e.g., Say, (first stanza) *I was thinking about the last time I had a balloon. It was yellow and yellow is my favourite colour. Do you like balloons? Do you remember the last time you had a balloon? What colour was it?* For the last stanza, say, *I wonder how Kyra will celebrate? I hope there will be games and prizes. I think Kyra will blow out all the candles. What do you think?*



AFTER READING

Making connections:
text to self

Talk about the last stanza with the class. Say, *There are many ways to celebrate birthdays.* Give some examples.

Inferring

Have each student share with a partner how their family celebrates birthdays. Have the partner close his/her eyes, paint a mental picture of the celebration and then talk briefly about the picture.

Word solving and building

Use a chunking word wall to help students solve multi-syllabic words. Chunk words of two or more syllables and write them on the board or on

chart paper. For example, show *invitation* as *in-vi-ta-tion*. Say, *Which word does the first part of the word come from?* (invite) Ask students to help put together the other multi-syllabic words in this poem, such as *birthday*, *balloons*, *reply*, and *celebrate*.

Second and Further Readings

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further rereadings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, select a balance of Print Concepts, Comprehension, and Working with Words from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print/text features

Talk about the difference in format for poems and stories. Discuss the use of stanzas. Have students use a pointer to identify each stanza. Talk about the use of italics in two of the stanzas and ask why students think that font is different. Ask, *Why are italics used here?*

Focusing on Comprehension

Making connections: text to self

Suggest that some students, in pairs or small groups, read this poem aloud. Encourage students to reread, individually or as a group, more than once to improve fluency, using different expressions, and to strengthen the text-to-self connections.

Working with Words

Word solving and building

Talk about how we can build words by changing endings. Use the words *invitation* and *celebrate*. Working with the class, come up with the following:

invite: invites, invited, inviting, invitation

celebrate: celebrates, celebrating, celebration



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Brainstorm events that are celebrated at home that friends and family members might be invited to attend (i.e., birthdays, weddings, anniversaries, religious celebrations). Brainstorm some events that happen in a classroom, which parents could be invited to attend. (i.e., play, concert, student presentations of work). Break up the class into small groups and have each group design and print an invitation for one of these events.

Independent Reading

Make the six small versions of *Let's Celebrate!* and the online audio available for students. Invite students to use these materials to read the magazine independently.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Word Expansions and Contractions—Words I Know from Poems / Using Context to Identify Syllables Through Clapping and Chanting” under Word Solving and Building, and “To What Do I Refer?” under Language Predictability.

Read Aloud

Put another poem about birthdays in the book box to be read aloud to the class by the teacher and/or a student.

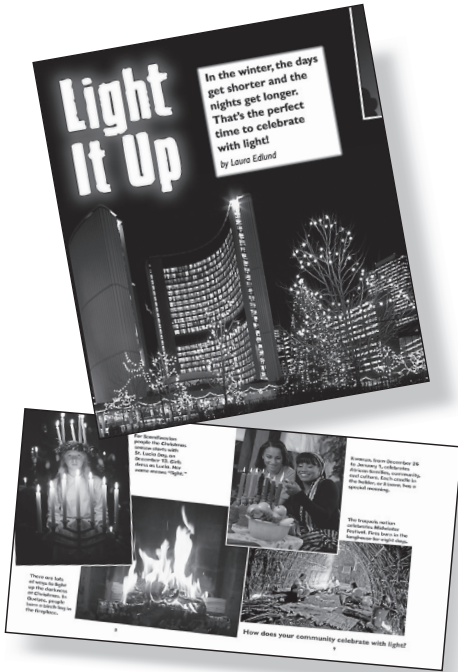


Home Links

Suggest that parents include a poem in their bedtime reading with their children.

Light It Up

(pages 6-9)



Written by Laura Edlund

Text Type: Non-fiction: Description — Report

Summary: This report gives information on how people from various countries and cultures use light in their traditional celebrations.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Print Concepts

- ▶ arrangement of text accompanying photos
- ▶ different sizes of font
- ▶ quotation marks

Visual Literacy

- ▶ photos with short explanations arranged on each page in a variety of layouts

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ synthesizing by connecting facts

Working with Words

- ▶ tracking print

Assessment Opportunities

Notice each student's ability to:

- ▶ make connections to new information using prior knowledge
- ▶ synthesize facts with main idea
- ▶ track print across and down the page appropriately, following the unusual page layout

Oral Language Opportunities

- ▶ asking/responding to questions
- ▶ discussing with the whole class, in small groups, and in pairs



BEFORE READING

**Making connections:
comparing**

Activating and Building Prior Knowledge

Quickly show the pages to students and say, *I am going to quickly show you the photos on four pages. Look carefully to see if you can find something that is the same in every photo.* Give students the opportunity to share with a partner.

Print concepts/text features

Point to the various captions and say, *In this report, the photos give a lot of information that will help you understand the celebrations being described. Looking carefully at the photos will help you understand some of the new words used in this report.*

**Making connections:
text to self**

Setting a Purpose

Read the title and say, *Have you ever gone to a party or an event to celebrate a very special occasion? Were lights, candles, or fire used as part of the celebration? Think about how the lights made the event even more special.* Say, *Let's read to learn about the many ways that people use light for special celebrations.*



DURING READING

Tracking print

Use a pointer to track print, drawing students' attention to the varied layout of the photographs and the position of each accompanying short explanation. Ask them to notice the two font sizes. Explain that the large font gives the overall main idea, and the smaller font provides the information or details related to the individual photos.

Visual literacy

Encourage students to look closely at each photo.

**Making connections:
text to self/infering**

Stop after reading each caption and ask a question to help students make connections or synthesize what is in the photographs. For example, say, *Have you ever seen a lantern? Do your parents light candles? Why is everyone having the festival in the winter?*

Language predictability

Pause at some of the unfamiliar language and concepts and use the photos to help students understand the meanings. Have students repeat some of the difficult words (e.g., *Hanukkah, dipas*) to begin to feel more familiar with the terms.



AFTER READING

**Making connections:
text to self/synthesizing**

Say, *We have read about many ways to celebrate with light.* Have students share some of their family examples. Then point to each of the photos in the report and have students share what kind of light is used. If there is any confusion about the concepts in any of the photos, allow for a short discussion. Ask, *In what season are these festivals or celebrations? Why do you think they are held during this season?*

ESL Note: Allow students a few moments to chat with fellow students from the same country before they share some of their family examples. Together it will be easier for them to come up with the name of their holiday and the way lights are used.

Second and Further Readings

Many texts benefit from being reread with students. Students could reread this one independently or in pairs.

Print concepts

Print Concepts, Book Handling, and Text Features

Use a pointer to identify the quotation marks on page 8. Talk about the use of the quotation marks to indicate a word used in a special way. Ask, *Can you think of another situation in which quotation marks are used? How is that situation different from this one?*

Synthesizing

Focusing on Comprehension

Have students work in pairs, rereading to find the information to fill in a chart with the following details:

Country or Culture	Name of the Festival
Hindu	
Scandinavian	
African	

Language predictability

Working with Words

Reread the text as a class and, on chart paper, make a list of the concepts or names that were unfamiliar to them. Have students pronounce the new words and give an explanation of what each word means.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Brainstorm answers to the question at the end of the report (page 9). Have each student draw a picture of a personal celebration using light, and write a short description of that celebration.

Independent Reading

Make the six small versions of *Let's Celebrate!* and the online audio available for students. Invite students to use these materials to read the magazine independently.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.



Home Links

Suggest that students look through the family photos at home to see if there is one of a celebration with light. If possible, have students bring a photo to school to share with the class.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Word Meaning from Context: Light It Up” and “Can I Describe It?” under Language Predictability.

Make a Dragon Puppet

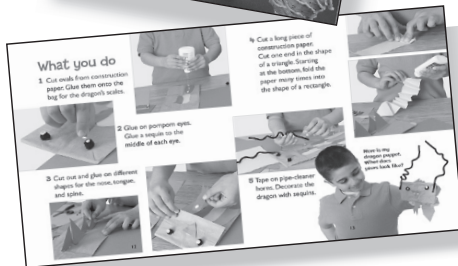
(pages 10-13)



Written by Deb Loughead

Text Type: Non-fiction: Procedure — Instructions

Summary: This is a set of instructions for making a dragon puppet. The text uses numbered steps and photographs to show how to make a dragon puppet.



See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ bulleted list of materials
- ▶ headings

Visual Literacy

- ▶ photographs support the procedure
- ▶ each step has a corresponding photo or photos

Print Concepts

- ▶ numbered steps
- ▶ different size, colour, and type of font

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ sequencing

Working with Words

- ▶ word chunking
- ▶ attending to print (tracking print beside, above, and below pictures)

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text to find information
- ▶ sequence: follow a series of instructions
- ▶ recognize and use text features to aid understanding
- ▶ attend to print

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ retelling



BEFORE READING

Activating and Building Prior Knowledge

Predicting

Introduce “Make a Dragon Puppet.” Say, *Let’s see what information we can get from the title.* Tell students to look at the first page and have them predict what the article will be about.

Making connections: text to self

Talk about things students make for themselves. Begin by sharing a personal experience about making something yourself. Then ask, *Have you ever made a sandwich for yourself? What do you need to make it? What do you do first? Second? Third?*

Setting a Purpose

Sequencing

Say, *Let’s read the article to find out how to make a dragon puppet. Listen carefully when I read, because I want you to try to get everything in the right order.*



DURING READING

Tracking print/ print concepts

Track the text, drawing attention to the headings and point out the use of different size, colour, and style of font. Explain that these features help readers locate information quickly. Read each page and invite students to join in.

Draw students’ attention to the bulleted list on page 11 and explain that these tell what things are needed to make a dragon puppet.

Turn the page and point out the coloured/boldfaced numbers prior to each sentence and ask, *Why are these numbers here? What is their purpose?* Help students focus on the photographs as well as the numbered steps.

Language predictability

Clarify any words that prove difficult for students. Explore the meaning of challenging vocabulary (e.g., *pompom, sequin, tongue*)

Sequencing

After page 13 has been read, ask, *What part of the dragon are you making in step 1?* Continue to ask questions about each step, and have students identify the part of the dragon being made.



AFTER READING

Sequencing: retelling

Have pairs of students take turns retelling in sequence the steps you follow to make a dragon puppet. Write the numerals 1 to 5 on the board or on chart paper. Use prompts, such as, *Tell me what you do first. What do you do next?* Once the list has been completed, compare it with the steps in the text, making corrections as needed.

Sequencing

Talk about why it’s important to follow the steps in a procedure in the right order. You could also talk about why directions need to have a list of materials and their purposes.

Word solving and building

Point out some words that have two or more syllables (e.g., *ovals, construction, different*). Write the words on the board. With students’ help, break these words into syllables (e.g., *o-vals, con-struc-tion, dif-fer-ent*). Note that some

words can be broken into familiar parts to make them easier to read. Point out the words *drag-on*, *start-ing*, and *un-fold*.

ESL Note: Emphasize the accented syllables by underlining them. This will help students pronounce them correctly, e.g., *o-vals*, *con-struc-tion*, *dif-fer-ent*, etc. Students can also read them aloud, clapping on each syllable, remembering to clap louder on the accented syllable.

Second and Further Readings

Some students may benefit from rereadings of this selection. For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Text features/print concepts

Review the features of this procedural text—numbered steps and photographs.

Tracking print

Continue to track print, but offer individual students roles in print tracking during rereadings. Offer as much support as necessary, e.g., by guiding the pointer with students who need assistance. Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *What do I read first on this page? Where do I find the next step in “Make a Dragon Puppet?”*

Sequencing: retelling

Focusing on Comprehension

Have students work in pairs, retelling the steps involved in making their dragon puppets. Students may choose to use their puppets to demonstrate each step in the process.

Letter knowledge

Working with Words

Focus attention on words that start with specific letters or sounds, such as “sp” in *spring* and *spine*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Teaching Tip: Provide two-dimensional stickers for those students who have difficulty using scissors. These can then be used for the nose, tongue, spine, and tail.

Writing and Visual Arts

Provide materials for each pair of students to make their own puppet. After their puppets have been constructed, ask, *What was the dragon puppet in the article made for?*

Hold a parade for students to display their dragon puppets. Students can then write a paragraph describing a Canadian celebration where costumes are worn and a parade is held.

Independent Reading

Make the six small versions of *Let's Celebrate!* and the online audio available for students. Invite students to use these materials to read the magazine independently.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “What Action!” under Language Predictability.

See also the specific Building Words lesson (“Rectangle”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read another procedural text and compare it to “Make a Dragon Puppet.” Identify and discuss the similarities and differences between the text features in the two procedures.



Home Links

Encourage students to talk to their parents about any parades they have watched in their city or town that celebrated a special event. Talk about the reasons for the parade and the costumes in it.

How Does a Trick Candle Work?

(pages 14-15)

Written by Keltie Thomas

Text Type: Non-fiction: Explanation — Account

Summary: This text explains the science behind a trick candle, how candles work, and why trick candles light spontaneously.

Text Features

Visual Literacy

- ▶ diagrams with labels

Print Concepts

- ▶ question marks
- ▶ quotation marks
- ▶ colon
- ▶ print arrangement: beside and below pictures
- ▶ different size, colour, and type of font



See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ attending to print (tracking print beside and below pictures)
- ▶ using word parts to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze main idea and supporting details
- ▶ make connections by linking textual information with their own knowledge
- ▶ match words in text with labels in diagram
- ▶ attend to print
- ▶ use word parts to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ choral reading



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Ask, *How many of you have ever had a birthday cake with a candle on top?* (show of hands) *Did any of you ever have any trouble blowing out the candles?*

Predicting

Introduce “How Does a Trick Candle Work?” Say, *First we read the title to see what information we can get from it.* Discuss with students what they think a trick candle is and have them predict what the text will be about.

Analyzing

Setting a Purpose

Say, *Let’s read the explanation to find out what a trick candle is and how it works.*



DURING READING

Print concepts

Read the title and the author’s name again. Note that the title is written as a question. Ask, *What mark on the page shows us it is a question?*

Visual literacy

Say, *The text will answer the question in the title, but the pictures provide us with information, as well.* Invite students to study the illustrations. Ask, *What are some things you see in each picture?* Point out and read the diagrams and the labels on page 15.

Print concepts

Say, *A colon can be used to show that an explanation or a list will follow. What is the colon used for on page 15—an explanation or a list?*

Predicting

Ask, *Now that you’ve looked at the picture, do you know what the answer to the question “How Does a Trick Candle Work?” might be?* Invite students to share their responses.

Tracking print

Use a pointer to track print. Point out to students that the text occurs to the left of the picture on page 14 and below the pictures on page 15. Pause after each paragraph to allow students to assimilate the information before moving on.

Analyzing

Model your thinking to help students determine the main idea and supporting details. Stop after reading the first three sentences, asking, *Does this sentence answer the question? No, it doesn’t tell me how a candle works.* Ask the same question again after sentence 4, and say, *Now I get it—it’s science, not a trick. But that’s just the main idea; I still can’t explain how it works. I need to find out more. I will keep reading and looking at the diagrams to find out the details.*

Word solving and building

Point out familiar words in some of the two-syllable words (e.g., *candle, away, into, relight*). Explain that looking for small, familiar words in larger, unfamiliar words is a great strategy for solving words that are new or unfamiliar.



AFTER READING

Analyzing

What are the most important things you learned from the text and pictures? Have pairs of students work together to discuss the science involved in a trick candle. Then ask them to record three details explaining how a trick candle relights itself.

ESL Note: Provide students with written prompts to help them complete the above activity. (e.g., 1. A trick candle has... 2. When you blow out the flame... 3. The sparks...)

Predicting

Predicting

Ask, *Did anyone guess how a trick candle works?* Compare predictions with the explanation.

Second and Further Readings

Some students may benefit from rereadings of this selection. For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Tracking print

Print Concepts, Book Handling, and Text Features

Have pairs of students take turns reading the text. Have one student use the pointer to track groups of words to encourage phrasing, and ask the other student to read aloud, using the appropriate inflection and expression when they come to question marks and exclamation marks.

Making connections: text to self

Focusing on Comprehension

Choral read the text with students. Brainstorm other amazing things they have used and would like to know how they work (e.g., invisible ink, popping corn). List these under the heading “How Do These Things Work?”

Letter knowledge

Working with Words

Invite students to locate contractions in the text.

Word solving and building

Write *burning* and *relight* on the board or on chart paper. Invite students to circle the familiar words in these bigger words. Encourage students to examine the text for other such words, add these to the list, and ask volunteers to circle the familiar words.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing and Visual Arts

Work with students to draw and label diagrams showing how a trick candle works.

Independent Reading

Make the six small versions of *Let's Celebrate!* and the online audio available for students. Invite students to use these materials to read the magazine independently.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.



Home Links

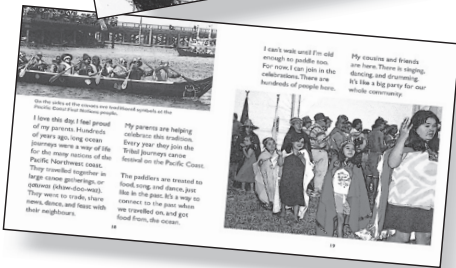
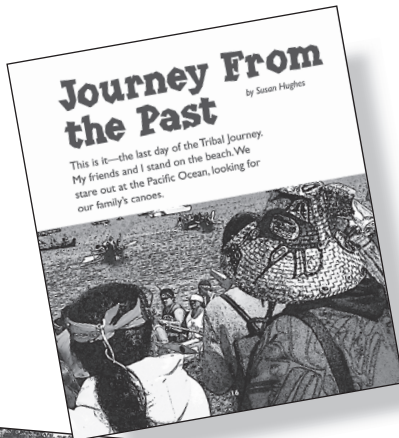
Invite students to choose one of the questions from “How Do These Things Work?” Encourage students to search the Internet or visit the local library with their family members to find out how what they’ve chosen works.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “What’s a Noun?” under Language Predictability.

Journey From the Past

(pages 16-19)



Written by Susan Hughes

Text Type: Fiction: Retell — Account

Summary: This text tells about the ocean journeys First Nations people made regularly in large canoes many years ago. Now there is a festival every year called Tribal Journeys to help everyone remember those long ocean journeys of the past.

Text Features

Visual Literacy

- ▶ First Nations symbols
- ▶ stylized photographs depicting the Tribal Journey

Print Concepts

- ▶ quotation marks
- ▶ dash
- ▶ parentheses
- ▶ apostrophe
- ▶ italicized word

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ attending to print (tracking print beside, above, and below pictures)
- ▶ recognizing possessives

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences: using information from text and illustrations
- ▶ evaluate: give opinions
- ▶ attend to print
- ▶ recognize and understand possessives

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ choral reading



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Say, *Close your eyes and picture a boat you have seen or been in. Now open your eyes and look at the one in this story.* Discuss the large canoes and similarities/differences to some of the boats students envisioned.

ESL Note: Distribute rough copy paper and have students quickly draw a picture of a boat. It will be easier for students to understand the similarities and differences by referring to an actual picture, rather than just an idea of one.

Print concepts/text features

Read the title of this story and the author's name. Point out the dash, apostrophes, quotation marks, italicized word, and parentheses that will be highlighted in this lesson.

Inferring

Setting a Purpose

Have students look at all the photos. Explain that they are looking at stylized photos of a tribal journey. Say, *Let's read to find why it is called a Tribal Journey and why the child wants to go on the journey.*



DURING READING

Print concepts

Read the story to students, tracking print and using a pointer to draw attention to the dash in the first sentence. Say, *I see a dash in the first sentence. I'll have to pause a little longer when I am reading. This way, it will show that it isn't a comma or a period.*

Draw students' attention to the quotation marks. Model thinking aloud to highlight reading the spoken words. *At the top of page 17, I see there are quotation marks. I have to change my voice to show that someone is speaking.*

Point out the apostrophe after reading the third sentence and explain that, in this case, it is used to show possession. Point out "Dad's canoe," another example on page 17.

Point out the italicized word *qatuwas* on page 18 and its meaning. Say, *I know how to say this word because the author put a pronunciation key inside the parentheses. I see each syllable in the word as shown.* Have students read the italicized word aloud with you.

Visual literacy

Point out the photographs and the symbols on the canoes on pages 17 and 18, explaining that the symbols on the boats are used by the First Nations people. Also make note of the fact that the photographs in the selection have been given a "painterly effect" to make them look more like illustrations. Invite students to discuss the pictures and how they look different from regular photographs. Ask, *Have you ever seen other artwork like this?*

Inferring

Stop at the end of page 17 and ask questions that will encourage students to infer or "read between the lines." Ask, *Why do you think these people are paddling? Why are so many people watching? Are they excited? How do you know?*



AFTER READING

Inferring

Discuss how the child feels about the Tribal Journey. Encourage students to reference the illustrations and text.

Evaluating

Ask, *Why would a child want to go on this journey? Why is the celebration of this Tribal Journey so important to the First Nations people? How do you know?* Have pairs of students discuss these questions and then ask them to share their ideas.

Second and Further Readings

Some students may benefit from rereadings of this selection. For each rereading, we recommend that you select a balance of Print Concepts, Comprehension and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Tracking print

Continue to track the print, but allow students to take on the two roles. Have the rest of the students choral read with you.

After reading, go back and locate the dash, the italics, and the parentheses. Ask for a volunteer to explain the purpose of each of these punctuation marks.

Focusing on Comprehension

Evaluating

Reread the text as a class. Discuss with students what they think is the most important reason for this celebration. Ask them to draw a picture that would represent their ideas. Students can write a sentence explaining their reasoning.

Working with Words

Letter knowledge

Have students locate two examples each of both contractions and possessives in the text.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Have students fold a piece of paper into four. Then have them draw a story map of the events of this tribal journey with captions under each picture.

Independent Reading

Make the six small versions of *Let's Celebrate!* and the online audio available for students. Invite students to use these materials to read the magazine independently.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.



Home Links

Encourage students to search the Internet or visit the local library with a family member to find information about First Nations people, their Tribal Journeys, and their canoes.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Celebrate,” “Festival,” and “Tradition”) under Word Solving and Building in the *Working with Words Guide*.

Just for Fun/ Advertisement

(pages 20-21)



Text Types: Non-fiction: Jokes; Non-fiction: Persuasive — Advertisement

Summary: “Just for Fun” consists of jokes and a tongue twister. The advertisement found on the inside back cover tries to persuade the reader to buy party supplies at a shop called Tricks and More.

Text Features

- ▶ advertisement layout
- ▶ headings

Visual Literacy

- ▶ speech bubble
- ▶ question marks
- ▶ labels

Print Concepts

- ▶ question marks
- ▶ exclamation marks

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ identifying a group of words that repeat the same first sound (alliteration)
- ▶ using text features to aid understanding

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences
- ▶ draw on personal experiences to make text-to-self connections to these formats
- ▶ identify words in alliteration
- ▶ use text features to help understand content

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ reciting a tongue twister
- ▶ listening to others



BEFORE READING

**Making connections:
text to self/print concepts**

Activating and Building Prior Knowledge

Tell a joke or ask, *Who here has told a joke?* Help students brainstorm what makes up a joke (a question, or a story with an answer or punch line) and guide them to realize that there are different kinds of jokes.

Tell students they are going to read two jokes and a tongue twister. Say, *A tongue twister is a phrase that is difficult to say.*

Text features/infering

If possible, show an advertisement from a local store and ask students to describe what an advertisement is and its purpose.

Infering

Setting a Purpose

Say, *Let's read the jokes to see if we understand them, then see if we can say the tongue twister. I also want you to find out what the advertisement is telling us.*



DURING READING

**Text features/infering/
print concepts**

Prior to reading the jokes, cover the answers with sticky notes. Read aloud the title, "Just for Fun", and the sub-heading, "Jokes." Read the first joke and draw attention to the question mark. Encourage students to predict the answers before revealing them. Point out the exclamation mark and read the answer with expression, with a comment such as, *I knew I should read the answer this way because of the exclamation mark.* If the answer has been guessed, ask students to share how they were able to guess it. Ask questions to determine if students understand the meaning. Continue reading the second joke and have students infer the answer.

Direct students' attention to the tongue twister on page 20. Divide the class into two sections. Have the first section say the tongue twister, then the second section.

Word solving and building

Discuss the tongue twister. Ask, *What do you notice about the words in the tongue twister?* Explain that a tongue twister is an example of alliteration, where all words begin with the same letter or sound.

ESL Note:

Have students provide more examples by creating alliterations using their own names. You can also write part of an alliteration on the board and ask students to fill in the blank using their names, e.g., _____ eats eggs. Students answer, *Evan eats eggs.*

Text features/print concepts

Look at the inside back cover on page 21. Draw students' attention to the size and colour of the print on the page and explain that the most important information is often in the largest print.

Visual literacy/infering

Point out the speech bubble and read the advertisement aloud. Have students determine what the purpose of the ad is. Say, *What can you buy at the Tricks and More store? How do you know?*



AFTER READING

Visual literacy/infering

Direct students' attention to the illustration beside the first joke. Discuss whether the illustrations provide any clues to the punch line. Say, *I see now that one candle is talking and the other candle looks shy or embarrassed*. Encourage students to make their own inferences about the second joke and illustration.

Evaluating

Have pairs of students take turns reciting the tongue twister five times as quickly as they can. Ask them to note what happens and then discuss their findings. *The faster I try to say the tongue twister, the more difficult it gets. I start to get the sounds mixed up.*

Making connections: text to self/infering

Refer students to page 21. Ask, *Do you think it would be fun to work at Tricks and More?* Encourage students to justify their reasoning, using information from the text and illustrations.

Second and Further Readings

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each reading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features/print concepts

Have students reread the text in groups of three. One student reads the titles and headings. The others take turns reading the jokes and answers, tongue twister, and advertisement.

Tracking print

Continue to track print, but offer individual students help in print tracking during rereadings. Offer as much support as necessary, e.g., by guiding the pointer with students who need assistance.

Synthesizing

Have students suggest other items they could sell at Tricks and More that would be lots of fun at a party.

Working with Words

Have students work in pairs, writing two of their own tongue twisters. Invite them to try out their tongue twisters before sharing them with their classmates.

High-frequency words

Frame a selection of high-frequency words, such as *five, fast, seven, and done*.

Word solving and building

Point out “-er” in *bigger* (page 20). With students, generate other examples where a word can be expanded with “-er” (e.g., *tall/taller, old/older*).



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Provide sticky notes for students to use to record their jokes. Explain that they are to write a joke using question-and-answer format. The question is recorded on one side of the sticky note and the answer on the other. Jokes can be presented orally by students, then placed on the board or in a class joke book.

Independent Reading

Place the magazine *Let's Celebrate!* in the classroom library. Invite students to independently browse through the magazine.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Read other jokes to the class and have students try to guess the answers. Record other tongue twisters on the board or chart paper and have students recite them five times as quickly as they can.

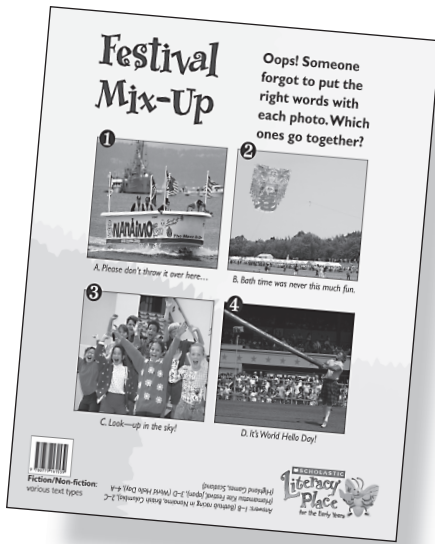


Home Links

Encourage students to talk to their parents about jokes they know. Possibilities include a joke in question-and-answer format or a joke in another format, such as comics or a hand buzzer.

Festival Mix-Up

(back cover)



Text Type: Non-fiction: Puzzle

Summary: This one-page text offers a challenge to students as they try to solve a puzzle by matching captions to the corresponding pictures.

See the Planning Charts in the grade two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ headings

Visual Literacy

- ▶ environmental print
- ▶ numbered photos

Print Concepts

- ▶ captions
- ▶ print arrangement below photos
- ▶ ellipsis
- ▶ dash
- ▶ exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ analyze pictures and text to make decisions
- ▶ make text-to-self connections
- ▶ match captions with numbered photos
- ▶ attend to print

Oral Language Opportunities

- ▶ discussing with a group and with a partner
- ▶ listening to others



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Ask students if they have ever solved a puzzle. Brainstorm with students the kinds of puzzles with which they are familiar. Say, *Today we are going to solve a puzzle that has photos and words.*

Text features/print concepts

Read the title and the accompanying text. Point out the exclamation point after *Oops* and read it with expression.

ESL Note: Review the text feature of captions with students. Ensure that they understand the purpose of captions. Provide photos with accompanying captions for students to view. Point out how the captions support the photos.

Analyzing

Setting a Purpose

Say, *As we look carefully at the photos one at a time, I want you to try to find the caption that matches.* Direct students to write the numbers from 1–4 on a piece of paper. Say, *After you find the matching caption, write the letter beside the number of the photo.*



DURING READING

Tracking print

Read the text (including heading and captions) with you leading and the students joining in whenever possible.

Analyzing/print concepts

Make sure students use photo cues to identify details that help provide information. Draw students' attention to cues found in the text by looking at the punctuation marks. Point out the ellipsis, which indicates missing information or could be a hint of an activity that has not yet been completed. Indicate the other punctuation marks, including a dash in the text to emphasize additional information; the exclamation mark to show excitement, and the use of a period at the end of a statement.

Visual literacy

Help students read the environmental print on the boat (“Nanaimo”—named after a city in British Columbia).

**Making connections:
text to self**

Have students compare the information in the photos and the captions to their own experiences. While looking at each photo and the caption, model self-questioning by saying, for example, *What could you throw in one of these photos? Is there a photo with water or a type of tub?*



AFTER READING

Analyzing

Check students' responses with the answer key on the back cover page, “Festival Mix-Up.” Talk about the reasons for having the answers written upside down. Ask students to explain which clues helped them make correct matches.

Second and Further Readings

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each reading, we recommend that you select a balance of Print Concepts, Comprehension, and Working With Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Tracking print/
print concepts

Text features/print concepts

Analyzing

High-frequency words

Print Concepts, Book Handling, and Text Features

Continue to track print by asking students to demonstrate by using a pointer and reading the captions that match each photo.

Review the features of this puzzle—numbered photos, and captions labelled with letters.

Focusing on Comprehension

Have pairs of students talk about celebrations they have attended and enjoyed. Ask students to draw pictures of two activities enjoyed at the celebration and write accompanying captions on separate pieces of paper. Remind students to provide clues in their captions.

Working with Words

Frame a selection of high-frequency words, such as *right*, *together*, *never*, *much*, and *sky*.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Have each student draw a picture of one of their favourite memories and then write an accompanying caption. Ask students to edit the caption to make sure the sentence is complete and the spelling is correct. Then have them rewrite the caption using markers in a larger font, cut the caption into words, and challenge another student to rearrange it.

Independent Reading

Place the magazine *Let's Celebrate!* in the classroom library. Invite students to independently browse through the magazine.

Teaching Tip: The online audio for this magazine includes a fluent reading of this selection.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.



Home Links

Ask students to look at family photos and find a personal photo at a celebration. Alternatively, students could draw a picture of themselves at a celebration. Have students write a story to accompany the photo or picture.



Grade 2

***Literacy Place for the Early Years* supports balanced literacy in Grade 2 with these components:**

- **10 Read Aloud Books** with Teaching Plans
- **10 Shared Reading Packs** that include a Big Book or online PDF, student versions, Teaching Plan, and audio
- **48 Guided Reading Titles**, sold in 6-packs with Teaching Plans

Levels	# of titles
E, F	2
G, H, I	4
J, K, L	6
M	5
N	4
O	3
P	2

- **Teaching Resource Package**
 - Planning Guide
 - Grade 2 Reading Guide
 - Grade 2 Writing Guide
 - Grade 2 Working with Words Guide



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