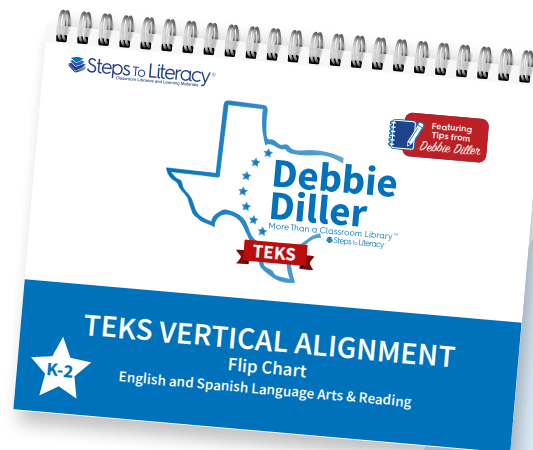



## Take Away Sheet

### How the *Teacher Companion* Connects to the *TEKS Flip Chart*

- ★ **Consistent color-coding for ease of use**
  - 7 strands, 7 colors of TEKS in English and Spanish
  - TEKS are color-coded and highlighted in the Lessons That Last™
- ★ **Everyday TEKS**
- ★ **Common language defined and connected**
  - Literacy Components (*e.g., read aloud, write aloud; shared reading, shared writing*)
  - Terms from Tips from Debbie Diller in TEKS Flip Chart
- ★ **Specific lessons for both English and Spanish**
  - Lessons That Last™ using model texts
  - Match Year At a Glance Reading-Writing Connections
  - Same design for both languages across all lessons
  - Template provided for teachers to plan similar lessons
- ★ **Model text for teaching and extending those lessons**
  - English and Spanish
  - Authentic titles
  - Diverse characters and authors/illustrators



	<b>Grade 2 Reading/Writing Connections At-A-Glance</b>	
<b>Literary Text Focus</b>	<p>As a teacher of <b>reading</b>, focus on these big ideas for comprehension as students study <b>author's craft</b>:</p> <p><b>2.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, and fairy tales.</p> <p><b>2.8B</b> Describe the main character's (characters') internal &amp; external traits.</p> <p><b>2.9B</b> Explain visual patterns and structures in a variety of poems.</p> <p><b>2.10F</b> Identify and explain the use of repetition.</p> <p><b>2.9C</b> Discuss elements of drama such as characters, dialogue, &amp; setting.</p>	<p>As a teacher of <b>writing</b>, focus on these big ideas for composition as students apply <b>author's craft</b>:</p> <p><b>2.7B</b> Write brief comments on literary texts that demonstrate an understanding of the text.</p> <p><b>2.12A</b> Compose literary text including personal narratives and poetry.</p> <p><b>2.12C</b> Compose correspondence (such as thank-you notes or letters).</p> <p><b>2.11A – E</b> Move through the writing process for each type of composition.</p>

## Take Away Sheet

**TEKS**  
**2.8B**

**LESSONS THAT LAST™**  
*The Boy and the Whale*



**TEKS 2.8B:** Describe the main character's (characters') internal and external traits.

**Model Text:** *The Boy and the Whale* by Mordicai Gerstein (Roaring Brook Press, NY, 2017)

**Maximizing Student Engagement:** Story with a strong, memorable character students can relate to; showing my thinking and charting it on a life-size cutout of a person; students turn and talk about characters.

**Materials:** Read aloud "model text;" life-size cutout of a person (child); sticky notes in two light colors (like yellow and light blue); thick black marker; character traits list ([www.readwritethink.org](http://www.readwritethink.org)).

**Model:** How to think about and jot down details about the main character's external and internal traits.

**Prompting for Independence:**

- "Describe/tell what the main character looks like. Look at the illustrations and the words about the character. Those are his/her external traits."

**Vocabulary from the Model Text:** *tangled, net, helpless, gasped, destroyed, face* (Use these words often as you talk about the book!)

**ELL Support:** *Panga* means machete. It's also a fishing boat (named for the knife-like shape of its bow) and is used mostly in Central America, the Caribbean, Africa, the Middle East, and Asia. Have students talk about boats they know. Bring in a *net* for kids to see/touch/talk about. Find and show a short video (search for *fishing with nets in the ocean*) and talk about panga boats and fishing with nets.

**Whole Group Lesson Steps:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Take Away Sheet

**TEKS**  
**2.8B**

**LESSONS THAT LAST™**  
*The Boy and the Whale*

**On-the-Spot Assessment:**

**Author's Craft Connection:**

- 
- 
- 
- 
- Discuss the author's use of descriptive language and imagery on pg. 32, "It BURST out of the water, leaped into the sky, spun around, crashed back into the sea... and out again!" (**TEKS 2.10D**)

**Small Group Connection:**

**Writing Connection:** Students might draw a character (or themselves) and write external character traits around it and internal character traits inside the figure. Then help them use what they're learning about character traits to write their own narratives. Refer back to the "model text" and character trait sticky notes and examine how the author showed character traits with illustrations, words, and actions. Model how to do this yourself before asking kids to try it on their own. Whenever possible, use vocabulary learned over time from the "model text" in your writing.

**Evaluation (Grading):**

**Other Model Text Suggestions:**

You can repeat this lesson with other fiction books, such as:

- My Best Buddy by YeShil Kim
- The Most Magnificent Thing by Ashley Spires

## Take Away Sheet

**TEKS**  
**2.8B**

**LESSONS THAT LAST™**  
***La Idea Más Maravillosa***



**TEKS 2.8B:** Describe los atributos internos y externos de los personajes principales.

**Model Text:** *La Idea Más Maravillosa* by Ashley Spires (Penguin Random House – Grupo Editorial, Spain. 2017).

**Maximizing Student Engagement:** Story with a strong, memorable character students can relate to; showing my thinking and chart it on a life-size cutout of a person; students turn and talk about characters.

**Materials:** Read aloud “model text;” life-size cutout of a person (child); sticky notes in two light colors (like yellow and light blue); thick black marker; character traits list ([www.readwritethink.org](http://www.readwritethink.org)).

**Model:** How to think about and jot down details about los atributos internos y externos de los personajes principales.

**Prompting for Independence:**

- “Describe cómo es la persona principal. Fíjate en las ilustraciones y en las palabras sobre la persona principal. Esas son sus atributos externos.”

**Vocabulary from the Model Text:** *maravillosa, contrata, materiales, mide, obra, enfurece* (Use these words often as you talk about the book!)

**Dual-Language Support:** En la historia, la niña utiliza muchas herramientas (*tools*). Usa un martillo (*hammer*), un destornillador (*screwdriver*), una sierra (*saw*) y pegamento (*glue*). Deje que sus estudiantes hablen sobre las herramientas que ellos conocen. Lleve algunas herramientas a su clase para que los niños las vean, las toquen y hablen sobre ellas. Muestre un video corto que hable sobre la construcción y las herramientas que se utilizan. Pregúnteles si alguna vez han usado herramientas o para qué lo hicieron. Compare las palabras en español y en inglés: *maravillosa/marvellous*, *materiales/materials*. Señale otros cognados en el texto. Muéstrelas a los estudiantes las palabras que son similares o diferentes en ambos idiomas. Ayude a los niños a usar las palabras correctas en español y en inglés.

**Whole Group Mini-Lesson Procedure**

1. [Redacted]
2. [Redacted]

1 Foundational Skills 2 Comprehension Skills 3 Response 4 Multiple Genres 5 Author's Purpose & Craft 6 Composition 7 Inquiry & Research

**LTL: Spanish - Grade 2**

## Take Away Sheet

**TEKS**  
**2.8B**

**LESSONS THAT LAST™**  
*La Idea Más Maravillosa*

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

**On-the-Spot Assessment:** \_\_\_\_\_

**Author's Craft Connection:**

- \_\_\_\_\_
- Notice and discuss the author's use of all capital letters for some words throughout the book, starting on p. 2. Explain how they influence the text. "All capital letters are sometimes used in words that authors want to emphasize or because they want you to imagine the word is being yelled. Why do you think the author used them?"
- \_\_\_\_\_

**Small Group Connection:** \_\_\_\_\_

**Writing Connection:** Students might draw a character (or themselves) and write *atributos externos* around it and *atributos internos* inside the figure. Then help them use what they're learning about *atributos* to write their own narratives. Refer back to the "model text" and traits sticky notes and examine how the author showed the traits with actions, pictures and words. Model how to do this yourself before asking kids to try it on their own. Whenever possible, use vocabulary learned over time from the "model text" in your writing.

**Evaluation (Grading):** \_\_\_\_\_

**Other Model Text Suggestions:**

You can repeat this lesson with other books, such as:

- *La princesa del agua* por Susan Verde
- *Pedro Perfecto, arquitecto* por Andrea Beaty