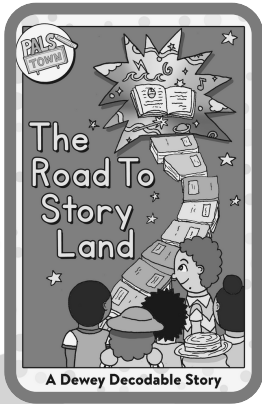


Super Writers Connect Reading to Writing



Lesson: The Road to Story Land - 1

Teacher Tip: Students may innovate in their sentences using the text. This is acceptable as they experiment with sentence structure.

Multilingual Tip: Students may not retell a story in order and may rely heavily on what they can communicate orally. Ask: "When did this happen? At the beginning, middle, or end of the story?"

Genre Focus: Narrative

Lesson Focus: long vowel /ī/, retelling

Vocabulary: *pie, ties, flies, high, light, bright*

1. Sounds and Letters

We see many words with the long /ī/ sound in this story. The long /ī/ is sometimes spelled *-ie* like in "pie." Let's get our pointer finger ready to spell "pie" in the air. Let's spell and air-write "pie," /p/ p, /ī/ ie . p-i-e spells "pie." Repeat with "ties," and "flies." Notice that the *e* is silent in all of these words. The long /ī/ is also spelled *-igh* like in the word "high." Let's spell "high" in the air. /h/ h, /ī/ -igh, h-i-g-h spells "high." Repeat with "light" and "bright." Notice how the *g* and *h* are silent in these words. Super writers use vowel teams when they write. They practice the different ways to spell the long /ī/ sound. In your own writing, you can use words with the long /ī/ sound.

2. Print Fluency

Now let's write some sentences with the long /ī/ sound. **Open your "Practice With Pals" to Page 1:** Choose some words from the word bank and write a few sentences. Choose one of your sentences to write one more time. Try to write it just a little bit more quickly and a little bit more smoothly. One way super writers get stronger is by practicing their sentence writing stamina, by trying over and over.

3. Meaning Making

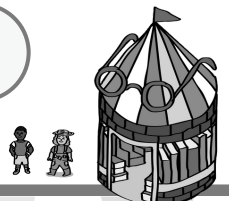
Let's read the story again and act it out to make our retelling come alive! I will read aloud and pause at the end of each page. When I pause, act it out! Have fun with this story as you show what happens on each page. Read aloud to students. Read the story again with your partner pal. Pause at each page and talk about what words or illustrations you really enjoy on each page. Give students time to read and share. Super writers imagine their stories this way. They think about how a reader will enjoy each page as they plan and write their stories. When you are writing a story, you can think about how a reader can enjoy each page of your story, too.

4. Power of Story

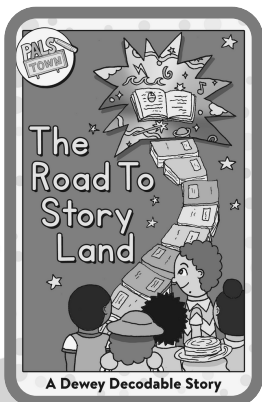
What does your Story Land look like? Every super writer's Story Land is different, and it can change from one story to the next. **Open your "Practice With Pals" to Page 2:** and write and illustrate what your Story Land might be like. Will you need some long /ī/ words? Give students time to write. Gather students together to share their ideas and any words that they might have included with long /ī/ spelling patterns. You were super writers today as you practiced long /ī/ letter combinations, retold the story, and used your imagination to create your own Story Land. Super writers have huge imaginations. You are super writers!



Continue with this idea or start a new idea! Choose the paper and supplies you need, Super Writers!
Genre Boost: Write a postcard from your Story Land telling a pal all about your adventures there.



Super Writers Bring Characters to Life



Lesson: The Road to Story Land - 2

Teacher Tip: Students may locate words with the letter o even if it does not make a long or short sound. Circulate to ensure they identify and read words with long or short o sounds.

Multilingual Tip: Provide visuals to support comprehension. For example, in Sounds and Letters images of a toad, cloak, and goat are helpful.

Genre Focus: Narrative

Lesson Focus: long vowel /ō/, text evidence

Vocabulary: road, goal, roam, low, boasts, slow, desire

1. Sounds and Letters

Just like long /ī/, we see here in this story a lot of words that have the long /ō/ sound. We are going to read the words together and sort them according to their long /ō/ spelling. Write the following words where everyone can see: "road," "goal," "roam," "low," "boasts," "slow," "know," "grow," "cloak," "goat," "toad," "boat," "oats," "moat," "toast," "croak," "moat," "yellow," "throw," and "row." Read each word as I point to it. Look at the long /ō/ spelling in the word, "road." The two letters that make the long /ō/ sound are -oa. Let's find and read other long /ō/ words that are spelled with -oa and underline the -oa in each word. Now let's look at the word "slow." The letters -ow make the long /ō/ sound. Let's find and read other long /ō/ words that are spelled with -ow and circle the -ow in each word. The -ow spelling pattern is usually at the end of the word and -oa is in the middle of a word. Super writers notice these spelling patterns and practice them when they write. You can do that too when you spell words with the long /ō/ sound.

2. Print Fluency

Let's write together. Let's use what we know about -ow words and write some fun sentences that rhyme.

Open your "Practice With Pals" to Page 3. You can use the words in the word bank or use other long /ō/ words that you know! As you learn more about letters and words, you will discover that words can rhyme without being spelled the same!

3. Meaning Making

Some super writers create characters that have special interests and things they love. Super writers use words to tell a reader about the character. Look through the story with your partner pal and find some words or sentences that show that Von loves to write. The author of "The Road to Story Land" wrote: "The desire to write is strong within Von." What is something you love to do just like Von loves to write? Turn and talk with your partner pal about what you love. The author of "The Road to Story Land" lets us get to know Von even better in this story. Super writers bring their characters to life by letting us know what they love.

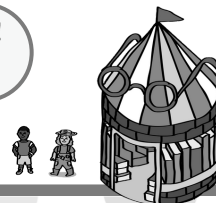
4. Power of Story

Imagine a character, like Von, who really loves something. We know that Von loves to write and read.

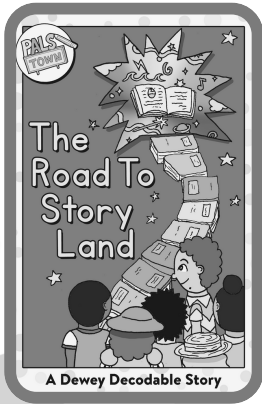
Open your "Practice With Pals" to Page 4. Draw your character doing what they love. Give students time to write. Gather students together to share. If time permits, pair students to act out a story with their characters. Today you learned about a character with special interests. Super writers write about their interests and what they love. You are super writers!



Continue with this idea or start a new idea! Choose the paper and supplies you need, Super Writers!
Genre Boost: Make a list of all the thing your character loves to do.



Super Writers Build Worlds



Lesson: The Road to Story Land - 3

Teacher Tip: If a student shares that they do not like to write, you might say: "How would you share a story with a friend?" They might feel comfortable beginning with drawing or speaking the story.

Multilingual Tip: Students may not be able to generate words with the -ight ending. They may say "kite," "white," "bite," and so on. Celebrate that they are listening for the correct ending.

Genre Focus: Expository

Lesson Focus: -ight ending sound, setting

Vocabulary: night, tight, might, bright, sight, light, postcard, imagination

1. Sounds and Letters

Super writers can change beginning sounds to make new words. I'll give you an ending sound, and you will give me some beginning sounds that can make new words. Your ending sound is **ight**." What are some beginning sounds we can add to **ight** to make a word? If students need help, provide the beginning sounds to make: "night," "tight," "might," "bright," "sight," and "light." Super writers think about blending sounds together to make words when they write. They use what they know about words and write a lot to build their writing muscles.

2. Print Fluency

Writers write and write to build their writing muscles, so let's **Open your "Practice With Pals" to Page 5.** Then, turn to page 5 in this story. Look closely at the illustration. Write what you see, what you like, how it makes you feel, or what it makes you wonder. Let your ideas flow as you glide across the page with your thoughts and ideas.

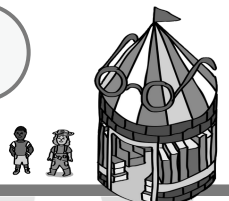
3. Meaning Making

The author tells us the Buddy Study is the place Von goes to write. Throughout the story, Von's imagination takes him to other story settings. With your partner pal look back through the story and choose your favorite setting. Describe the setting together. One partner starts and says one detail about the setting, then the other partner adds on. Super writers can start a story in one place and send it somewhere else—just like the author did with the Buddy Study and Von's imagination. Super writers can use more than one setting in a story to make their stories come to life.

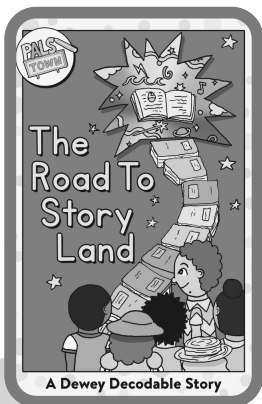
4. Power of Story

It's your turn to write an imaginative world for a story. Please **Open your "Practice With Pals" to Page 6.** It could be a real place or a place you imagine. Give students time to write. Today you built words with **-igh** for the long /I/ sound and you learned about how authors use settings. Then you created your own! You are super writers!

Continue with this idea or start a new idea! Choose the paper and supplies you need, Super Writers!
Genre Boost: Draw a map of your imaginary world. Label all of the imaginary places.



Super Writers Use Vocabulary Power



Lesson: The Road to Story Land - 4

Genre Focus: Narrative

Teacher Tip: Support continued learning of multisyllabic words by having students contribute to a class chart of two- and three-syllable words found in their independent reading.

Lesson Focus: syllabication, vowel sounds, word choice

Multilingual Tip: Create an image to represent the abstract concept of "idea," like a lightbulb and write the word underneath.

Vocabulary: *inside, silent, include, yellow, invite, pillow, inspires, flow*

1. Sounds and Letters

Let's warm-up with some syllable stomping! We are going to listen to a word, divide it into syllables, and identify which syllable has a long vowel sound and which syllable has a short vowel sound. The word is "inside." Stomp one foot for "in" and then stomp the other foot for "side." The first syllable has the short vowel sound and the second syllable has the long vowel sound. Repeat with the word "inside." Continue with the words "silent" (long, short), "include" (short, long), "yellow" (short, long), "invite" (short, long), "pillow" (short, long), and "inspires" (short, long). Super writers think about syllables and vowel sounds when they write. When you are writing today, you can use the syllable stomping method to stretch out your own words.

2. Print Fluency

Let's write together to get our word writing smooth and strong. **Open your "Practice With Pals" to Page 7.** Listen to and then write the sentence: "Perhaps he will include a yellow toad on a boat." Then write it two more times, trying to be a little bit smoother and a little bit faster each time.

3. Meaning Making

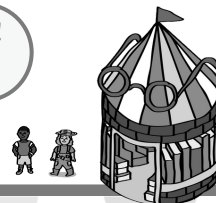
Super writers choose powerful words for their stories. The word "idea" appears in this story many times. On one page it says, "Von will let the ideas flow." Turn and talk to your partner pal about what it means for a super writer to let ideas flow. Let's play a game called "Popcorn Words." I'll say a word, and then you respond with any words, thoughts, feelings that pop into your head! The word is "recess." Let your thoughts and ideas flow. Spend a minute or two as students offer their words and ideas. One idea can lead to others when you let them flow and pop around ... like popcorn! Super writers often start with a little idea for a story and those ideas become bigger and flow together as they build their story. You can use the Popcorn word game when looking for ideas for your own stories.

4. Power of Story

Think of a popcorn idea. **Open your "Practice With Pals" to Page 8** and write your idea and then write all of the words, thoughts, feelings, and ideas that "pop" into your head, just like Von. Provide time for students to write. Super writers are always on the hunt for ideas! The Popcorn Words game can help you get even more ideas, Super Writers.



Continue with this idea or start a new idea! Choose the paper and supplies you need, Super Writers!
Genre Boost: Turn your popcorn ideas into a poem!



Super Writers Craft Ideas

Lesson: The Road to Story Land - 5

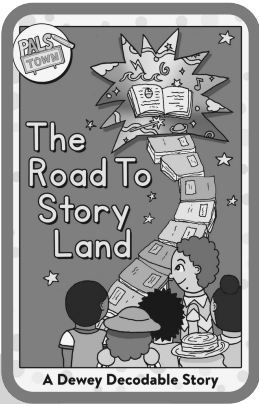
Genre Focus: Poetry

Teacher Tip: Students can collect a list of phrases and/or words that are examples of each sense on a chart. A five-column graphic organizer or small sketches are effective thinking tools.

Lesson Focus: long /ī/ and short /i/ sounds, sensory language

Multilingual Tip: Provide an image for each sense and point to them as you describe them.

Vocabulary: light, list, knight, bright, hid, napkin, senses



1. Sounds and Letters

Super writers pay close attention to the long and short sound that vowels make. When I say a word with a long /ī/ sound, like “wide,” open your arms wide, wide, wide. When I say a word with a short /i/ sound, like “bit,” bring your hands close together to show an itty-bitty small space. Say: “light,” “it,” “write,” “list,” “knight,” “is,” “bright,” “hid,” “napkin.” Super writers think about the vowel sounds in the words they use in their stories. Stretch your words and listen carefully for every sound—especially the vowels and their different spellings.

2. Print Fluency

Super writers write smoothly because they practice writing words a lot to help them write stories. We will practice words with the long /ī/ and short /i/ sound. Get your pointer finger ready to write the word “shine” on the back of your hand. “Shine” S-h-i-n-e spells “shine.” The next word is “bright.” B-r-i-g-h-t spells “bright.” **Open your “Practice With Pals” to Page 9.** Write for 3 minutes, writing anything that comes to your mind when you think about the phrase “shine bright.” You can make a list, write a story, share facts. Maybe the phrase reminds you of a song. Let your ideas flow, and glide your words across the page. Give students 3 minutes to write. Share different approaches to the task.

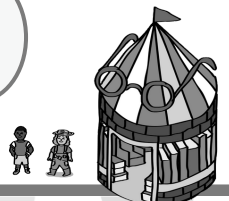
3. Meaning Making

In “The Road To Story Land,” Von uses his senses to help his ideas “shine bright” in his stories. Super writers craft stories with all of their senses. Let’s read page 7 together. Von uses his senses of sight, smell, hearing, taste, and touch to help him come up with ideas and words in his writing. Try this with your partner pal. Describe your favorite place using your senses, but don’t say what or where it is. For example: I see kids swinging, sliding, and running. I feel a warm breeze. I hear kids laughing. I taste a refreshing cherry ice pop. I smell fresh air. Where am I? The playground on a hot summer day. Your turn! Super writers use their senses when they write their stories. This helps the reader imagine the story the way you do, Super Writers.

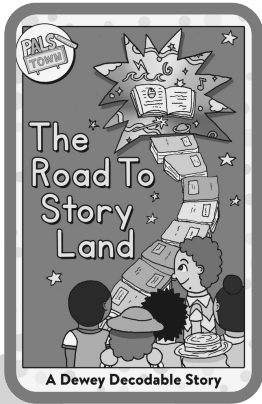
4. Power of Story

Poetry is a genre of super writing that works well with senses, too. Let’s use what you described to your partner pal to write a poem using your senses. **Open your “Practice With Pals” to Page 10** and write your poem about senses. The page will help you include your senses. Stretch the vowels in your words to write the letters. You can illustrate your poem, too. Give students time to write. Gather and share poems and the sensory details that students added. Today you learned that super writers use their senses in their stories to help the reader imagine the story. You wrote a poem using your senses. You are super writers!

Continue with this idea or start a new idea! Choose the paper and supplies you need, Super Writers!
Genre Boost: Write a riddle using the senses - It smells ____, It sounds ____, It tastes ____, It feels ____. What is it?



Super Writers Learn Writing Rules



Lesson: The Road to Story Land - 6

Teacher Tip: Support use of the comma in a list with sentences that connect to school experiences. For example: We play with balls, hula hoops, jump ropes, and toys at school.

Multilingual Tip: Allow students to orally share, or draw a small sketch, to communicate three places where they could write. An adult may scribe a label for each of the three places.

Genre Focus: Expository

Lesson Focus: long o, use of commas

Vocabulary: knight, cloak, moat, float, commas

1. Sounds and Letters

There are lots of words in this story with the long /ō/ sound. Let's practice saying long /ō/ words and changing the beginning sounds to see how different sounds can make different words. Say the word "grow." Let's keep the long /ō/ sound, /ō/, and change the beginning sounds. Replace /gr/ with /sl/ and now the word is "slow." Repeat this process with: "toast-coast" and "boat-moat." Super writers think about beginning sounds and how they can make different words by changing the beginning sound.

2. Print Fluency

Using the long /ō/ sound, let's practice gliding across the page when we write. Try this: Write these two sentences. "I would like to be a knight in a cloak on a goat." Or write "I would like to be a yellow toad floating on a boat."

Open your "Practice With Pals" to Page X and choose one sentence. Then let your ideas flow. Let your words glide across the page, telling your answer and why. Give students 2-3 minutes to write. Share a few responses as a group.

3. Meaning Making

The author of "The Road to Story Land" used commas to list important things together. Let's look at page 3 of the book. Reread page 3. Emphasize the list in the last sentence. The author used commas in the last sentence to list the parts of a story: a start, an end, and so much in between. As readers, the commas help us to understand more details about a story. Think about three things you love. Share your list with your partner pal and write the comma in the sky as you tell your partner pal. Provide time for partners to talk. The author lists different ways that Von can write. Von can write anywhere and use different tools, too! The comma is a great tool for a super writer to add a list into a sentence.

4. Power of Story

It's your turn to write using lists of three. Think about your favorite food with toppings. It could be a pizza, a taco, a salad, an ice cream sundae, or any favorite food with toppings. Maybe your favorite food is a hotdog with ketchup, mayonnaise, and something silly or surprising like strawberries! There are rules about commas for writing, but no rules about favorite things! Turn to your partner pal and tell them about the ingredients or toppings for your favorite food.

Open your "Practice With Pals" to Page 10 and write your sentence using commas that include the three or more things in your list. Illustrate the ingredients you have in your list in your sentence. Today you let your ideas glide across the page and used commas in your writing to show a list of things. You are strong super writers!



Continue with this idea or start a new idea! Choose the paper and supplies you need, Super Writers!
Genre Boost: Tell us why we should try your favorite food. Convince us!

