

# After the Bell Training



Miami-Dade County  
July 1<sup>st</sup>, 2013

2<sup>nd</sup> Grade Training

Miami-Dade  
*After the Bell*  
 Daily Schedule, Summer 2013

Skill	Grouping	Suggested Time for Summer 2013	3-Hour Block Schedule from Summer 2012
Optional Read Aloud (omit if there are delays getting day started)	Whole Class	10 minutes	0 minutes
Language Development/Vocabulary Review	Whole Class	15 minutes	15 minutes
Reading Comprehension	Whole Class	30 minutes	25 minutes
Read Reading Skills Card Set Expectations for Rotations (pre-teaching as needed.)	Whole Class	15 minutes	N/A
Small Group Rotation 1 <ul style="list-style-type: none"> <li>• Instructional Reading (move After Reading activity to whole group in next section.)</li> <li>• Reading Skills Practice</li> <li>• Independent Reading</li> </ul>	Small Group	60 minutes	60 minutes
Whole Class Instruction <ul style="list-style-type: none"> <li>• Complete After Reading activity from Instructional Reading lesson</li> <li>• Review Reading Skills Card answers/corrective feedback</li> <li>• Set Expectations for Rotations (pre-teaching phonics skill and fluency skill for SG Rotation 2.)</li> <li>• Review reading logs from Independent Reading</li> </ul>	Whole Class	45 minutes	N/A
Small Group Rotation 2 <ul style="list-style-type: none"> <li>• Phonics Instruction</li> <li>• Fluency Practice</li> <li>• Independent Writing</li> </ul>	Small Group	45 minutes	30 minutes
Instructional Writing*	Whole Class	30 minutes	35 minutes
Read Aloud	Whole Class	15 minutes	15 minutes
Vocabulary Review With list of vocabulary assessment activities (Yes-No-Why, Generative Tasks, etc.)	Whole Class	15 minutes	N/A
Total Time		280 minutes (4 hours, 40 minutes)	180 minutes (3 hours)

\*For 3<sup>rd</sup> Grade Teachers Only: On July 25-30 Replace Writing instruction with second reading comprehension lesson (See 3<sup>rd</sup> Grade Scope and Sequence).

*After the Bell*

**Scope and Sequence – 2<sup>nd</sup> Grade**

<b>Date</b>	<b>Content Focus</b>	<b>Lesson</b>
July 8	Pre-assess skills- Develop Classroom Routines	Administer program pretest
July 9	Main Idea/Details	Unit 1 – Lesson 1
July 10	Picture Clues/Context Clues	Unit 1 – Lesson 2
July 11	Compare/Contrast	Unit 1 – Lesson 3
July 12	Cause/Effect	Unit 1 – Lesson 4
July 15	Reading Review/Assessment	Unit 1 – Lesson 5
July 16	Character Development	Unit 2 – Lesson 1
July 17	Setting	Unit 2 – Lesson 2
July 18	Inferences	Unit 2 – Lesson 3
July 19	Sequence	Unit 2 – Lesson 4
July 22	Reading Review/Assessment	Unit 2 – Lesson 5
July 23	Summarizing	Unit 3– Lesson 1
July 24	Draw Conclusions	Unit 3 – Lesson 2
July 25	Fact/Opinion	Unit 3 – Lesson 3
July 26	Text Features	Unit 3 – Lesson 4
July 29	Plot	Unit 4 – Lesson 1
July 30	Problem/Solution	Unit 4 – Lesson 2
July 31	Compare/Contrast	Unit 4 – Lesson 3
August 1	Make Predictions	Unit 4 – Lesson 4
August 2	Assessment	Administer program posttest

## Unit 1 Organizer

		Lesson 1	Lesson 2
<b>Whole Class</b>			
<b>Language Development</b>	<ul style="list-style-type: none"> <li>Picture Talk</li> <li>Context Clues</li> </ul> Student Workbook pp. 4–5	<ul style="list-style-type: none"> <li>Topic Talk</li> <li>Structural Analysis</li> </ul>	
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Main Idea/Details</li> </ul> Student Workbook pp. 6–7	<ul style="list-style-type: none"> <li>Cause/Effect</li> </ul> Student Workbook pp. 10–11	
<b>Small Group Rotation 1</b>			
<b>Instructional Reading</b>	<i>A Dinosaur Named Sue</i> pp. 5–15	<i>A Dinosaur Named Sue</i> pp. 16–21	
<b>Reading Skills Practice</b>	<ul style="list-style-type: none"> <li>Main Idea/Details</li> <li>Context Clues</li> <li>Synonyms</li> <li>Statements and Questions</li> </ul> Reading Skills Card 1	<ul style="list-style-type: none"> <li>Cause/Effect</li> <li>Content Area Words</li> <li>Compound Words</li> <li>Commands and Exclamations</li> </ul> Reading Skills Card 2	
<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>Independent Reading</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading</li> </ul>	
<b>Small Group Rotation 2</b>			
<b>Phonics Instruction</b>	<ul style="list-style-type: none"> <li>/-Blends</li> </ul> Phonics BLM 1	<ul style="list-style-type: none"> <li>s-Blends</li> </ul> Phonics BLM 2	
<b>Fluency Practice</b>	<ul style="list-style-type: none"> <li>Reading With a Partner</li> <li>/-Blends</li> </ul> Fluency Card 1	<ul style="list-style-type: none"> <li>Reading With a Partner</li> <li>s-Blends</li> </ul> Fluency Card 2	
<b>Independent Writing</b>	<ul style="list-style-type: none"> <li>Reader's Response</li> </ul>	<ul style="list-style-type: none"> <li>Personal Journals</li> </ul>	
<b>Whole Class</b>			
<b>Writing Instruction</b>	<ul style="list-style-type: none"> <li>Topic Sentence/Supporting Details</li> </ul> Student Workbook pp. 8–9	<ul style="list-style-type: none"> <li>Arrange Details: Logical Order</li> </ul> Student Workbook pp. 12–13	
<b>Read Aloud</b>	<i>The Spray-Paint Mystery</i> pp. 1–11	<i>The Spray-Paint Mystery</i> pp. 12–20	
<b>ELD</b>	<ul style="list-style-type: none"> <li>Asking Questions</li> <li>Key Words</li> </ul>	<ul style="list-style-type: none"> <li>Blending Practice</li> <li>Read-Aloud Strategies</li> </ul>	

### Lesson 3

- Debate Day
- Context Clues

• Graphic Aids  
Student Workbook pp. 14–15

### Lesson 4

- Book Talk
- Structural Analysis

• Compare/Contrast  
Student Workbook pp. 18–19

### Lesson 5

- Wrap-Up
- Use a Dictionary

• Reading Assessment  
Assessment Book pp. 25–30

*A Dinosaur Named Sue* pp. 22–30

- Graphic Aids
- Content Area Words
- Antonyms
- Simple Subjects and Predicates

Reading Skills Card 3

- Independent Reading

*A Dinosaur Named Sue* pp. 31–39

- Compare/Contrast
- Cloze Sentences
- Prefixes
- Compound Subjects and Predicates

Reading Skills Card 4

- Independent Reading

*A Dinosaur Named Sue* pp. 41–48

- Reading Skill Review

- Independent Reading

- r-Blends  
Phonics BLM 3

- Reading With a Partner
- r-Blends  
Fluency Card 3

- Reader's Response

- 3-Letter Blends  
Phonics BLM 4

- Reading With a Partner
- 3-Letter Blends  
Fluency Card 4

- Personal Journals

- Phonics Review  
Phonics BLM 5

- Fluency Review

- Reader's Response

- Consider Your Audience  
Student Workbook pp. 16–17

*The Spray-Paint Mystery* pp. 21–27

- Compare/Contrast  
Student Workbook pp. 20–21

*The Spray-Paint Mystery* pp. 28–38

- Writing Assessment  
Assessment Book p. 31

*The Spray-Paint Mystery* pp. 39–48

- Labeling
- Opposites

- Home Connection
- Consonant Blends

- Simple Sentences
- Just For Fun

## After the Bell Scavenger Hunt

SCHOLASTIC

# After the Bell

**Directions:** Utilizing the *Teacher's Guide*, *Student Workbook*, *Assessment Guide*, *Phonics Reproducibles*, *Reading Skills and Fluency Cards*, and the *Read Aloud* books, get to know your After the Bell program better. Work collaboratively as a group to answer the following questions.

1. How many weeks worth of lessons are in Scholastic's After the Bell Program?
2. How many student workbooks are in each grade level of the program?
3. How will you know when to use the student workbook pages?
4. What will students find in the workbook to support language development?
5. What genres are represented in the student workbook each week?
6. What features do the reading/writing workbook lessons have in common?
7. How will the workbook activities prepare students for state assessments?
8. What makes Scholastic's After the Bell workbooks engaging?
9. How many different Skills Cards are in each grade level?
10. How many of each Skills Card is in each grade level set?
11. How are the Skills Cards used in conjunction with the Student Workbook?
12. What skills are practiced and reinforced on the Skills Cards?
13. Where do you find the answers for the Skills Cards?
14. How does the Skills Card prepare students for state assessments?

15. How is phonics addressed in Grades 1-5?
16. How many of each Fluency Card is in each grade-level set?
17. What kinds of fluency strategies are addressed in the fluency cards or passages?
18. How many Independent Reading titles are there? How many of each?  
(Hint: Look in the back of the Teaching Guide for 19-20)
19. How are the Independent Reading titles leveled?
20. How many Read Aloud books are there per grade level?
21. When are the Read Alouds used?
22. How do the Instructional books, Independent Libraries and Read Alouds reinforce skills?
23. When do you administer formal assessments?
24. How will the formal assessments prepare students for state tests?
25. Where will you find ELD support?
26. Where will you find classroom management tips?

Scholastic After the Bell Training  
Independent Reading Rotation

Part 1

**Directions:** Designate a timekeeper. For two minutes, preview one of the books in the independent reading library. Then complete the columns in the chart for that book. After you have previewed five titles, move on to Part 2.

Title	Easy, Average or Challenging	This book would appeal to a student who

Part 2

**Directions:** With a small group, brainstorm ways to address the following situations:

1. How can students be held accountable for the independent reading time?
2. How can you match students to the proper book if you don't know their Lexile score or Guided Reading Level?
3. What can you do if a student cannot read any of these titles independently?



# Assessing Vocabulary

Effective assessment tasks that require students to apply what they have learned about a word fall into two categories.

## Discrimination Tasks

This type of assessment requires students to answer focused questions about a word. Provide sentence starters for students to frame their answers.

*Is it accurate to say our school is the largest in town? It (is/is not) accurate to say our school is the largest because \_\_\_\_\_.*

*How do you set your priorities for homework? I set my priorities for homework by \_\_\_\_\_.*

*If you could eliminate three devastating problems from the world, which would you choose? Three devastating problems that I would eliminate are \_\_\_\_\_.*

## Generative Tasks

This type of assessment requires students to develop additional examples, complete sentences, or explain opinions.

### 1. Yes-No-Why

Decide if the following sentence makes sense. Write YES or NO next to the sentence and explain your thinking. *School report cards always provide an accurate description of a student's work.*

### 2. Completion Activity

Complete the following sentence so that the second part shows your understanding of the word. *I could tell the newspaper article about our gym was not accurate; \_\_\_\_\_.*

### 3. Cloze Sentences

Omit the academic words you want to assess from sentences and leave a blank for students to fill in.

### 4. Visual Examples

Ask students to locate and share visual examples of word meanings from a newspaper, magazine, or Web site.

## **Assessing Vocabulary** *(continued)*

### **Quick Assessments**

Follow these tips to find ways to fit frequent checks for understanding into your instruction:

- Record an assessment task on the board for students to complete as they enter class.
- Require students to complete an assessment task as their ticket to exit class.
- Assign assessments as homework. Review student responses during the first few minutes next time the class meets.