

# Teaching Start to Finish, Second Series

Start TO Finish  
Second Series

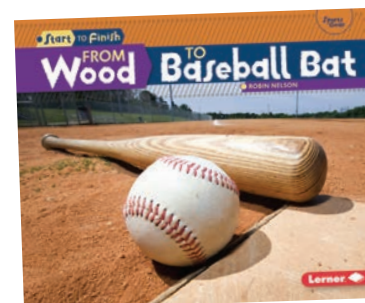
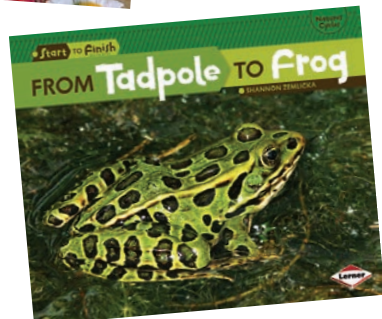
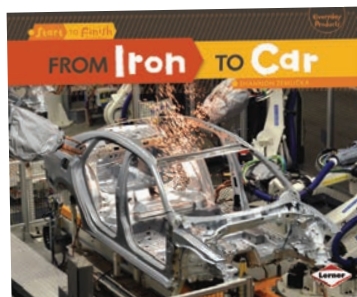
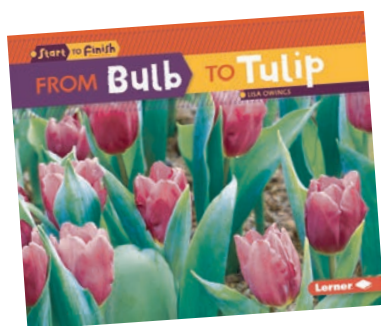
Interest Level: Grades K-2

Reading Level: Grade 2

LERNER  SOURCE™

Titles in this series:

Go to [www.lernerbooks.com](http://www.lernerbooks.com)  
for a complete list of  
books in the  
Start to Finish series.



## Standards

### National Curriculum Standards for Social Studies

- Individual Development and Identity
- Production, Distribution, and Consumption

### Next Generation Science Standards

- Energy and Matter (Cross-Cutting Concepts)

### Common Core Reading (Informational Text)

- CCSS.ELA-LITERACY.RI.2.1
- CCSS.ELA-LITERACY.RI.2.3
- CCSS.ELA-LITERACY.RI.2.7

### Common Core Speaking and Listening

- CCSS.ELA-LITERACY.SL.2.1
- CCSS.ELA-LITERACY.SL.2.2
- CCSS.ELA-LITERACY.SL.2.3
- CCSS.ELA-LITERACY.SL.2.5

### Common Core Writing

- CCSS.ELA-LITERACY.W.2.2
- CCSS.ELA-LITERACY.W.2.3
- CCSS.ELA-LITERACY.W.2.7

## Multiple Intelligences Utilized

- Interpersonal, intrapersonal, kinesthetic, musical, visual-spatial, verbal-linguistic

# Lesson 1

## Asking Questions

### Purpose

Students will practice group discussion rules while asking and answering questions about an informational text.

### Materials

- Start to Finish series
- pencils
- Book Talk Guide p. 6

### Pretest

- Why do we read books?
- Why do we talk about books after reading them?
- How can we be good listeners?

### Introduction

- On the board, write the words *who, what, when, where, why, and how*.
- Brainstorm a few examples of questions that begin with these words. Write these questions on the board. Then ask students to brainstorm and share their own examples of questions.
- Explain to students that good readers use these words to ask questions about what they've read.
- Erase most of the example questions to allow room for questions about the book later in the lesson.

### Read

- Choose a book from the Start to Finish series. Read the book aloud to students.

- After you've finished reading, brainstorm a few questions about the book. Write these on the board.
- Pass out Book Talk Guide p. 6.
- Ask students to share questions they have about the book. Encourage them to ask questions about parts that confused them or surprised them. What do they want to learn more about?
- Then have students write down three or four of their favorite questions on Book Talk Guide p. 6.

### Model

- Tell students that they will be able to ask and answer these questions in small groups. However, before students begin, the class must practice group discussion rules.
- Write or display the following rules on the board. (If you have already established group discussion rules, you may substitute those.)
  - Keep your eyes on the speaker.
  - Take turns talking.
  - Be silent when someone else is talking.
  - Use an inside voice.
- Choose students to model each rule. Then lead the class in practicing the rule. Repeat until you feel confident students understand.

### Practice

- Break students into groups of three or four.
- Students should practice their discussion rules while asking and answering questions about the book. Instruct students to take turns asking questions.
- When they ask one of their own questions, they should circle it on the Book Talk Guide p. 6. When another student answers a question, they should write the answerer's name down next to that question.

### Discuss

- After five to ten minutes, reconvene with the class.
- Which rules were easy to follow?
- Which were difficult?
- Did everyone in your group get a chance to speak? Why or why not?
- What did you learn from discussing questions with your group?

### Evaluate

- Review students' Book Talk Guides. Look both for questions that ask *who, what, when, where, why and how* as well as evidence of students responding to the questions.

## Lesson 2

# Sequencing

### Purpose

Students will practice placing events in the correct sequence and using sequencing vocabulary.

### Materials

- Start to Finish series
- Sequencing Chart p. 7
- pencils
- crayons
- scissors
- small envelopes or resealable bags

### Prepare

- Make two copies of Sequencing Chart p. 7 for each student.

### Introduction

- Tell your class a short story about your life. Tell the story out of order. Then ask students if they understood what happened in your story and why they may or may not have understood.
- Then retell the story with events in the correct order.
- Which story was easier to understand? Why?

### Pretest

- Why is it important to tell a story in the right order?
- What happens if you tell a story out of order?
- What words help us know the order of events? (*first, second, next, finally*)

### Read

- Select and read aloud a book from the Start to Finish series. As you read, ask students to help you

look for sequence words, such as *first* or *next*, that help you keep everything in the right order. Make a list of these words on the board.

- Ask students to retell the steps of the book in the correct order. Encourage students to practice using words from the list of sequence words. Write students' responses on the board.
- Then revisit the book to see if students remembered every step in the correct order.

### Guided Practice

- Pass out one copy of Sequencing Chart p. 7 to each student.
- Lead students in drawing a picture to represent each step from the book.
- Then ask students to cut out each box and write their name on the back of the box. Then have students mix up the boxes so that they are no longer in the right order. Once the boxes are mixed up, ask students to put them back in the right order.
- When students have finished, pass out bags or envelopes to hold the cut-out boxes. Students may take these home.

### Independent Practice

- Pass out clean copies of Sequencing Chart p. 7 to each student along with a book from the Start to Finish series. If you have more students than books,

you may break students into pairs or small groups to share a book.

- Ask students to read the book to themselves and then fill out the Sequencing Chart to show the steps from the book.

### Writing

- Finally, ask students to write a paragraph that tells all the steps shared in the book. Encourage them to use the list of sequencing words when writing. You may model example sentences that students might use in their writing.

### Expansion

- If time or interest permits, provide students with an additional copy of the Sequencing Chart. Allow them to create a comic in the blank boxes.
- Explain that comics tell the events of a story. The event in the first box happens before the events in the next box.

### Discuss

- Why is it important to put things in the right order?
- Is it always easy to put things in the right order? Why or why not?
- How do sequencing words help when we write?

### Evaluate

- Evaluate students' completed Sequencing Charts and written paragraphs.

## Lesson 3

### Writing a Book

#### Purpose

Students will create a book in the style of the Start to Finish series.

#### Materials

- Start to Finish series
- pencils
- crayons
- blank paper
- a stapler

#### Pretest

- How do you learn new things?
- Why do we read books?
- How can you write a book?

#### Read

- Read aloud a book from the Start to Finish series.
- What was this book about?
- What happened in this book?
- What material or animal did the book begin with? What was it turned into?
- Note that the book shows how something was made.
- Pass out crayons, pencils, and several sheets of paper to each student. Each student should use one piece of paper to brainstorm.
- Ask students to think about things

they know how to make or do.

For example, students might know how to make macaroni and cheese, wash a load of laundry, or build a blanket fort. Choose a few volunteers to share their ideas and then give students time to brainstorm several of their own. Ask students to choose their favorite idea.

- Explain that in this lesson, students will be using what they know to create books like the ones in the Start to Finish series.

#### Model

- Open the Start to Finish book to the first page.
- What do you see on this page?
- How many sentences are on this page?
- How many pictures are on the page?
- How much information does the author give us?
- Choose a process, such as baking a cake, to use as a model.
- On the board, write one sentence

and draw a picture to show the first page of a book about baking a cake. Give students time to think about the first step in their process and create a corresponding page.

- Then ask students to help you think of sentences and pictures to create your next pages.
- Create two or three example pages with students' assistance. Leave these drawings and sentences on the board for students' reference.

#### Practice

- Allow students time to create a book detailing something they know how to do. Circulate the room to assist struggling students.

#### Present

- When students finish, ask them to read their books to the class.

#### Evaluate

- Review students' books for correct sequencing and grammar.

## Lesson 4 Research Project

### Purpose

Students will research an item to find out how it is made.

### Materials

- Start to Finish series
- Research Project Assignment p. 8

### Pretest

- Where do your clothes come from?
- How are pencils made?
- Where can you learn more about how other things are made?

### Read

- Read aloud a book from the Start to Finish series.

### Discuss

- What was made by the end of the book?
- What types of things can you make yourself?

- What kinds of things are made by factories?
- What kinds of things are made by nature?

### Project

- Ask students to choose something in the classroom or their homes, such as a desk, a bowl, a pair of shoes, or a computer.
- Explain to students that they will be doing a research project at home to find out about how that thing is made. With the help of an adult, they may use books or the Internet to learn more.
- Once students have finished their research, they should prepare to present their research to the class. They may do this in one of the

four following ways:

- Create a book in the style of Start to Finish (as they did in the previous lesson).
- Write a speech that explains how their object is made.
- Perform a short skit that shows and explains how their object is made.
- Write a song that explains how their object is made.
- Distribute Research Project Assignment p. 8.

### Evaluate

- Evaluate work based on effort, depth and evidence of research, and oral presentation skills.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Book Talk Guide

Below, write down questions you have about the book.

When you ask the question in your group, circle the question on this paper.

When someone in your group answers the question, write that person's name next to the question.

**Who** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**When** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Where** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Why** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Sequencing Chart

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--	--	--	--	--

Name \_\_\_\_\_

Date \_\_\_\_\_

## Research Project Assignment

In class, you've been learning about how things are made. For this research project, you will research how an object is made. Then you'll present your research to the class.

You may research any object you find interesting. Write down the name of your object below. Then write down any books or websites you find that explain how that object is made.

My chosen object is: \_\_\_\_\_

Books I used for research:

Websites I used for research:

When you've finished your research, get ready to present! Choose one of the four options below for your presentation.

- a) Create and share a book in the style of the Start to Finish series.
- b) Write and give a speech that explains how your object is made.
- c) Perform a short skit that shows how your object is made.
- d) Write a song that explains how your object is made.