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| January 3-6, 2012 | Reading Plans….We’re back! |
| TUESDAY\*Remember, children will need to remember procedures and be reminded of what is expected. | Grade 2 ReadingDay 59 (Q2 – day 14)**Title:** Fact and Opinion**Content Objective: 2.0197 Determine if information in nonfiction text is fact or Opinion****Language Objective: Listen to statements read by teacher and decide if they are a fact or opinion by holding up 1 finger for “fact” and an “O” for opinion****Materials:**SMART FILEA book that can be hidden behind the teacher’s back**Instructional Plan:**1. **We have been reading lots of nonfiction texts the past few weeks. We have learned that nonfiction is true and has facts. Sometimes nonfiction also has opinions. We are going to learn how to determine if what we read are facts or opinions.**
2. *Hide a book behind your back.* **A fact is something that is true and can be proven. If I say, “I have a book behind me back,” that is a fact. I can prove it.** *Show book.*
3. **An opinion is something that someone thinks or believes and can be different from what other people think or believe. So if I say, “This is the best book in the whole library” that is an opinion. I might think it is the best, but you might like another one better.**
4. **Give a few more examples: Chocolate ice cream is the best ice cream! This is an opinion, because not everyone likes ice cream. Ice cream is made from milk a sugar. This is a fact because we can prove that it’s true. We can look at the ingredients in the ice cream.**
5. **Guide the students through the smart file.**
6. *Closure:* **Today we have learned that nonfiction can have both facts and opinions. We learned that facts are true and can be proven. We learned that opinions are what someone thinks or believes, but may be different from what other people think or believe. When you are reading nonfiction, it is important to be able to tell what the facts are and what are the author’s opinions.**

**HOT: Why do you think it is important to distinguish between fact and opinion when you read?** **Kids will have their reading time. Make sure they read non-fiction, and tell them to watch out for facts and opinions. Let children share any facts or opinions they found if you have time.** |
| WEDNESDAY | 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:* determining the purpose (reader's and author's).
* making predictions.
* asking questions.
* locating information for specific reasons/purposes.
* recognizing and applying text structure.
* comprehending and examining author's decisions and word choice.
* determining fact and opinion.
* recognizing and comprehending figurative language.
* making inferences and drawing conclusions.

2.02 Use text for a variety of functions, including literary, informational, and practical.2.03 Read expository materials for answers to specific questions.2.04 Pose possible how, why, and what if questions to understand and/or interpret text.2.05 Self-monitor own difficulties in comprehending independently using several strategies.2.06 Recall main idea, facts, and details from a text.Mini Lesson* We have learned so much about text features. What do you know about text structure? Today, we will begin to learn about text structure.
* Use the smart file to go through the lesson sequence.
* Use the Five Text Structures chart to explain **the first text structure (description)**.
* Help students understand the importance of understanding text structure by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented.
* Read about Adelie penguins as a class, and notice the description in the text. How do you know it’s a descriptive passage?

**HOT: Why do you think understanding text structure is important as a reader?** PARTNER PRACTICE: The students will work with a partner to read the selection Hippos in the Fox book (pg 104-106). Students will discuss the ways author describes hippos. If they wish, they may record some descriptions of hippos from the text into their RRJs. |
| THURSDAY | 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:* determining the purpose (reader's and author's).
* making predictions.
* asking questions.
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* recognizing and applying text structure.
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* Today, we will learn about sequence / time order.
* Use the smart file to go through the lesson sequence.
* Use the Five Text Structures chart to explain **the second text structure (sequence / time order)**.
* Help students understand the importance of understanding text structure by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented.

PARTNER PRACTICE: The students will work with a partner to read the selection called **Dinner Time**. We will get copies made. Then, the students will cut apart sentences that summarize each step in the sequence. They will then order them based on what they read. Children can add a sequence word to each step in the appropriate blank.**HOT: Why was having a diagram in this passage of value?** |
| FRIDAY | 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:* determining the purpose (reader's and author's).
* making predictions.
* asking questions.
* locating information for specific reasons/purposes.
* recognizing and applying text structure.
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* Today, we will learn about compare and contrast.
* Use the smart file to go through the lesson sequence.
* Use the Five Text Structures chart to explain **the third text structure (compare/contrast)**.
* Help students understand the importance of understanding text structure by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented.

PARTNER PRACTICE: The students will work with a partner to read the selection called *Bananas and Pineapples*. We will get copies made. Then, the students will highlight the words that helped them realize the passage was a compare/contrast text structure. They will also create a venn diagram about the similarities and differences of a banana and a pineapple. **HOT: Why was having a diagram in this passage of value?** |

* **Example:** If we we know a selection follows a “description” organization, we can expect to read about likeness and differences between people or things. This will help us connect ideas and remember them.
* **Step 3:** Have students reread Stopping a Toppling Tower (PDF).
* **Step 4:** Ask students to identify what type text structure this selection is ( *problem and solution* ). Ask them, “How does the reader know?” They should be able to identify that the first paragraph states that there is a “problem.” The second paragraph states that engineers have found a “solution.” What headings offered clues?