Reading Plans November 14-Thanksgiving!!!

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| MONDAY | FOCUS LESSONGrade 2 Reading**Title:** Metaphors – Day 43**Content Objective:** 2.0198 Understand similes and metaphors found in poems (i.e., as tall as a flagpole)**Language Objective:** Tell a partner what they know about similes and metaphors from visual supports **Materials:****Instructional Plan:**1. **We’ve learned that poets use words to create pictures for our minds. We have already learned about similes. Review similes using the smart file.**
2. **Today, we will learn about metaphors. A metaphor compares two things, but does not use the words like or as. In a metaphor one thing is simply called another thing.** *Show metaphor Smart File.* **Go through the Smart File lesson and participate with your students in the interactive games/activities.**
3. **Turn to a partner and explain what a simile and a metaphor are using the information from the Smart File.**
4. *Closure:* **Similes and metaphors are two ways to make comparisons that create pictures in our minds. Poets often use similes and metaphors in their poems.**

**Independent Work: Students will record similes and metaphors in a t-chart in their RRJ from poetry books. They can also create their own.**

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| **Similes I found…** | **Metaphors I found…** |
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**Reflect: Share the similes and metaphors that you found.** **HOT:** **\*Why do authors use similes and metaphors?** **\*How could you use similes and metaphors?** **\*How are similes and metaphors related?** |
| TUESDAY | **Title:** Similes and Metaphors in Poetry – Day 44**Objective:**2.0198 Understand similes found in poems (i.e., as tall as a flagpole)**Materials:**“Since Hannah Moved Away” on smart board“Dreams” on smart boardCopies of poems for each student to paste into RRJs (we’ll get the copies made)**Instructional Plan:**1. **Yesterday we learned that poets use comparisons called similes and metaphors to create pictures in our minds. Today we will look at two poems that contain similes and metaphors.**
2. **Judith Viorst uses similes in this poem to describe how she felt when Hannah moved away. Remember that similes are comparisons that use like or as. While I read, listen carefully for similes.** *Read aloud*. **I will underline the similes you notice in the poem. Raise your hand if you notice a simile.** *Listen to student responses and underline similes*. **Let’s talk about what these similes mean. Have students underline similes in their copy in the RRJ.**
* **“Chocolate ice cream tastes like prunes.”- Chocolate ice cream is normally a delicious treat, but here it is compared to prunes, which are really yucky.**
* **“Flowers smell like halibut.”- Flowers normally smell sweet, but here they are compared to halibut, which is a kind of smelly fish.**
* **“Velvet feels like hay.”- Velvet is normally soft and smooth, but here is feels like rough, scratchy hay.**

**The poet compares normally good things to bad things. It helps me understand that the author is sad that Hannah moved away. She is so sad that good things now seem bad. These similes create a picture in our minds that the poet is sad.**1. **Langston Hughes uses metaphors in this poem to create a picture in our minds. Remember that metaphors are comparisons that do not use the words “like or as.” While I read, listen carefully for metaphors.** *Read aloud*. **I will underline the metaphors you notice in the poem. Raise your hand if you notice a metaphor.** *Listen to student responses and underline metaphor.* Have students underline in their RRJ. **Let’s talk about what these metaphors mean.**
	* **“Life is a broken-winged bird that cannot fly”- This metaphor creates a picture of a hurt bird.**
	* **“Life is a barren field frozen with snow”- This metaphor creates a picture of snow-covered land without animals or people. It seems lonely.**

**These metaphors help me understand that dreams are important. Without dreams our life is hurt and lonely.****Independent practice: The students will examine their own poetry they have written and attempt to find similes or metaphors. If they can’t find any, encourage them to add them to their poetry during writer’s workshop.** *Closure:* **Poets use metaphors and similes to create pictures in our minds.****HOT:****How do metaphors help readers make pictures in their minds?** Since Hannah Moved AwayBy Judith ViorstThe tires on my bike are flat.The sky is grouchy gray.At least it sure feels like thatSince Hannah moved away.Chocolate ice cream tastes like prunes.December’s come to stay.They’ve taken back the Mays and JunesSince Hannah moved away.Flowers smell like halibut.Velvet feels like hay.Every handsome dog’s a muttSince Hannah moved away.Nothing’s fun to laugh about.Nothing’s fun to play.They call me, but I won’t come outSince Hannah moved away.DreamsBy Langston HughesHold fast to dreamsFor if dreams dieLife is a broken-winged birdThat cannot fly.Hold fast to dreamsFor when dreams goLife is a barren fieldFrozen with snow. |
| WEDNESDAY | **Materials:**Multiple copies of:* Recipes
* Newspapers \*\*don’t use if you don’t have them
* Child-Friendly Magazines (e.g., Ranger Rick, Time for Kids)
* Nonfiction books

**Instructional Plan:**1. **We have been learning about what good readers do while they read. We are going to be learning about nonfiction, books that tell real facts. Readers read nonfiction to learn something new.**
2. **Let’s look at some examples of nonfiction text.** Show and name each nonfiction text…recipe, newspaper, magazine, nonfiction book. Hold up the recipe and ask, **“When would I use this?”** Students’ response should be when cooking or possibly when going to the grocery store to gather the materials. Continue to ask the same for the newspaper, magazine, and non-fiction text.
3. *Pass out samples of different types of nonfiction text to table groups.* **You are going to be a detective today. I want you and your reading partner to look closely at each type of nonfiction text. Look for ways that they are alike and ways they are different.** Allow 10 minutes for students to “investigate” the nonfiction articles.
4. After 10 minutes, display a chart with the types of nonfiction you passed out (magazines, books, recipes).  **We are going to make a list of anything we noticed about the nonfiction texts. What did you notice about the recipes you looked at?** Record student responses in the recipe column. You may ask clarifying questions or ask for examples to support their observations. Have students state whether it is true for just one type of nonfiction text or if it holds true for all nonfiction texts. Repeat for newspapers, articles, and books

**MCj03002750000[1]What did you notice about nonfiction texts?**Transparency

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| **Recipes** | **Newspapers** | **Magazines** | **Nonfiction books** |
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1. *Closure:* **Our goal this nine weeks is to look closely at nonfiction text and understand the ways authors give us information to read and learn. Today we began that study by looking at different types of nonfiction texts. As you choose books to read, look for some nonfiction texts and think about when you might need that kind of text.**

**INDEPENDENT WORK: Choose a just right non-fiction text to read. Do you notice what we noticed together when we explored?****HOT:****\*Why do you think non-fiction texts look different than fiction texts?**  |
| THURSDAY | LEADERSHIP DAY |
| FRIDAY | **Title:** Nonfiction Texts**Objective:** 2.03 Read nonfiction text to answer to specific questions about a topic**Materials:***Choose a nonfiction book with a table of contents (maybe a book about spiders since we just finished Charlotte’s Web)* *KWL* chart on Smart File **Instructional Plan:****1. Wednesday we explored some nonfiction texts: recipes, newspapers, magazines, and books. We also made a list of what we noticed about those types of nonfiction texts. Today we are going to look closely at a nonfiction book and think about what we can learn from this text.** 1. *Display the KWL chart. Hold up the copy of the nonfiction text you selected.* **When we read nonfiction books, it is important that we think about what we already know about the topic. By looking at the cover of this book, we can guess that this book is about \_\_\_\_\_\_\_\_\_. Let’s think about what we already know about that topic.** *Use the KWL chart and write down a few facts you know about the topic. Have students to create a KWL chart in their RRJ write down one or two things they know about the topic. Allow about 5 minutes for students to record what they know.*
2. **Once we think about what we already know about a topic, we begin to think about what we want to learn about that topic. When I think about the topic \_\_\_\_\_\_, I would like to learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** *Record what you want to learn in the middle column. (Be sure to record something that can be answered from the text you selected.)*

**INDEPENDENT PRACTICE: Now I want you to think about what you would like to learn about the topic.Write what you want to learn in the middle column of your KWL in your RRJ.** *Then they can read to self.* *At the end of Reader’s Workshop, ask a few students to share one thing they wrote down that they want to learn.***HOT:****\*What would happen if non-fiction texts were written like stories?**  |
| MONDAY | **Title:** Nonfiction Texts**Objective:** 2.03 Read nonfiction text to answer to specific questions about a topic2.0194 Find answers in text to specific questions**Materials:**A nonfiction book with a table of contents introduced on Day 2Transparency and Handout: KWL Chart from Day 2**Instructional Plan:**1. *Use Smart File First and go through the slides for today.*
2. *Use the same book from the previous day. .* **Yesterday we looked at this book and started to fill out this KWL chart. We thought about what we already know about the topic and wrote down some things we would like to learn about this topic.**
3. **Now let’s see if this book has any of the information that we want to learn. It is important to know that good readers don’t read nonfiction the same way they read stories. With a story you have to read it from beginning to the end for it to make sense. But with nonfiction texts, readers can choose the part of the text that has the information they are looking for. One way to figure out where that information might be is by looking at the Table of Contents.** *Open the book to the Table of Contents.*
4. **This is the table of contents for this book.It shows how the book is divided into sections or chapters. Listen as I read the titles of each section or chapter.** *Read the chapter titles.*
5. **Is there a chapter in this book that might answer one of our questions of what we want to learn?***Accept answers.**Write the chapter or page number beside that question in the Want to Learn column of the chart.*
6. **If I want to learn \_\_\_\_\_\_\_\_\_, I don’t have to read the entire book. I can turn to that page and see if it has the information I am looking for. Let’s see what that part of the book says.** *Turn to that part of the book and read aloud. If the information in that part of the book answers what you want to learn, record the new information in the last column, What I Learned.*
7. **Do any of these chapters sound like they have the information that might answer what you want to learn?** *Accept a few questions from students and look at the chapter that might answer that question.*
8. *Closure:* **Today we learned that when good readers read nonfiction, they don’t have to read the entire book. They can use the Table of Contents to find the information that will tell them what they want to learn. When you are reading nonfiction, try using the Table of Contents to find the part of the book that might have the information you are looking for.**

*Students will read to self. Encourage them to use the table of contents.***HOT:****\*How does a table of contents help a reader? Why is it a necessary feature of non-fiction texts?**  |
| TUESDAY | **Title:** Nonfiction Texts**Objective:** 2.03 Read nonfiction text to answer to specific questions about a topic2.0194 Find answers in text to specific questions**Materials:**Houghton Mifflin 2.2 (Treehouse book) pgs 61-83Large construction paper for KWLs1. Review what we have learned about non-fiction texts.
2. Show the students our KWL that we made.
3. Show students the non-fiction selection called “Ant” that starts on page 61.
4. They will be working with a partner to make their own KWL on construction paper.

PARTNER PRACTICE: The students will work with a friend to investigate and learn about ants. |

We’ll continue non-fiction text features with Holidays Around the World!!! ☺