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|  | Reading Plans for Oct 10-14, 2011 |
| Day | Plans  \*\*Use the Smart Notebook Files for the whole week.\*\* |
| Monday | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Setting – Day 28  **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  “What is setting?” t-chart (place on left, time on right)  Book of your choice or Charlotte’s Web.  **Instructional Plan:**   1. **We already learned that one important part of a fiction text or story is characters. Today we will talk about another important element of fiction texts: setting. Setting is the place and time where a story happens.** 2. **The first part of setting is PLACE. Every story happens in a place. Do you remember any places from stories we’ve read? Chrysanthemum, Amazing Grace, Ira Sleeps Over, etc.?.** 3. **The second feature of setting is TIME. A story can happen at a specific time of day, during a season of the year like fall, or a on a special day.****Raise your hand if you have another idea of a time when a story can happen.** 4. **Say to the class: Since we have been reading Charlotte’s Web, let’s think about the setting of the story.** 5. **Make a t-chart and complete it with details about the setting of Charlotte’s Web.** 6. *Closure:* **Setting is an important story element that means the time and place where a story happens. When you read, look for words and pictures that let you know the setting of the story.**   INDEPENDENT PRACTICE: The students will work with a partner and make a t-chart about setting. They will reread the story *Henry and Mudge and the Starry Night* on pg 133. As they read, they’ll record details about setting.  REFLECT: Have students share about the settings of their books. |
| Tuesday | FOCUS LESSON  Grade 2 Reading  **Title:** Retelling Texts: Setting- Day 29  **Objective:**  2.17 Retell fiction with leveled text (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  “Story Setting” t-chart; Snowy Day or book of your choice  **Instructional Plan:**   1. *Display “Story Setting” t-chart on Smartboard*. **I will start by reading the first two pages of The Snowy Day. After I read, I will record the information I learn about the time and place of the story.** *Read the first two pages of The Snowy Day aloud. Think aloud as you record ideas on the T-Chart.*   The first sentence says “One winter morning…” That gives information about the time of the story. I will record it in the time column. I then read, “Peter woke up and looked about the window.” From those words and looking at the picture, I think Peter is in his bedroom. That tells the place of the story. I will record that information in the place column. Page two says, “he put on his snowsuit and ran outside.” I will record outside in the place column. This story started in Peter’s house, but the place changed to outside.   1. **Now I am going to read the rest of the story. Raise your hand when you learn new information about the setting.** *Read aloud the remainder of The Snowy Day, pausing to record student ideas on the tchart. .* **From looking at these details, I know that the setting of The Snowy Day is inside and outside Peter’s house from one winter morning until the next morning.** 2. *Closure:* **Good readers retell details about the time and place of a story to learn the setting. When you read stories, look for details about time and place to learn the setting.**   **INDEPENDENT PRACTICE: SW make a setting tchart in their RRJs and record the information from their just right books. Allow students time to share with a partner at the end of reading.** |
| Wednesday | **Objective:**  2.17 Retell fiction with leveled text (at least 17-18) including plot, major events, problem/solution, author’s message, **setting**, character(s), and connections  MINI-LESSON   * Reading a book is like watching a movie of the story. Readers need to have a pretend movie screen in their heads so they can watch the story. It makes readers feel like they’re actually there in the book. * Sometimes when we read, it is helpful to stop and imagine what we might hear, see, taste, smell and feel. This is how readers visualize or make a mental image. * We should use our senses as we read. If the setting is in a classroom, we could imagine what it might sound like. If the characters go to the cafeteria, careful readers can practically smell it as they read. * Model for your class how to use your senses as you read in relation to setting using a book of your choice (Chrysanthemum, Wemberly Worried, First Day Jitters, Crazy Hair Day, or Charlotte’s Web). Use the setting bubble map on the Smart Notebook file.   PARTNER PRACTICE: The students will work with a buddy to complete a setting visualization bubble map.  As a class, discuss the sensory details about setting that the students noticed. |
| Thursday  You will need story events sentence strips (found at the end of this document), or if you taught here last year, you might still have them! | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  Materials  *Russell the Sheep or another quick read with clear main events.*  Flow Chart to record events in order   1. We’ve been learning about setting. Today, we will learn how it’s important to remember and be able to retell main events from stories. This means we could go up to a friend after reading and tell them what happened in the story. 2. Read the book *Russell the Sheep* aloud or another book of your choice. 3. Work together with the class to figure out the main events. Record them in the flow chart.  |  |  | | --- | --- | | FIRST |  | | NEXT |  | | NEXT |  | | NEXT |  | | LAST |  |   GROUP PRACTICE:   * TSW order a mixed-up set of events to identify a mystery story that we’ve read before. (Crazy Hair Day, Chrysanthemum, 1st Day Jitters, The Relatives Came, Henry and Mudge and the Starry Night). * Below you will find the event cards. Print and cut them up before the lesson. Place them in an envelope. Give each table group an envelope of events. * You can make this self correcting by numbering the events on the back.   REFLECT: Have each group share their events by reading them aloud to the class. See if the rest of the class can figure out which story it was. |
| FRIDAY | CATCH UP DAY since we had early release last week! |

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| The main character Stanley wakes up and gets his mom to help him spike his hair. |
| He goes to school, and everybody stares at him because it’s picture day, not crazy hair day. |
| He is so embarrassed he hides in the bathroom all day. |
| His friend Larry tries to convince him to join the class for their picture. Stanley does not want to go. |
| Larry convinces him the picture wouldn’t be the same without him. |
| The whole class has crazy hair for the class picture, and Stanley feels relieved. |

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| Chrysanthemum loves the way it sounds when people say her name. She also loves the way it looks when it is written. She thinks her name is perfect. |
| Students at school make fun of her name. They say it’s too long, and it’s a flower. |
| She goes home, and shares with her parents how unhappy she is. |
| She returns to school, and the teasing continues. |
| She meets her music teacher Mrs. Twinkle. |
| Chrysanthemum finds out that Mrs. Twinkle is named after a flower: Delphinium. |
| Chrysanthemum learns to love her name again! |

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| Sarah does not want to get out of bed to go to school. |
| Mr. Hartwell keeps trying to convince Sarah to get ready for school and that it will be fun. |
| She finally fumbles out of bed and gets in the car to go to school. |
| The principal greets her, and she walks down the hall to her classroom. |
| She walks in the room, and there are many students there. |
| The principal introduces Mrs. Hartwell to her new class. |

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| The relatives packed their suitcases in an old station wagon and left Virginia to visit their family. |
| They drove all day long and into the night. They drove over the mountains. |
| They pulled up into their family’s yard. It was hugging time! |
| They talked, and ate, and visited. |
| They slept all over the house! |
| After staying for several weeks, they packed up to return home to Virginia. |
| They drove all day long and into the night again. They missed their family, and their family missed them. |

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| Henry, Mudge, and the parents packed up to go camping at Bear Lake. |
| They drove to Bear Lake and got ready to hike. |
| They walked and climbed and saw many animals and beautiful nature. |
| Finally, they picked a good place to camp. They unpacked. |
| They lay on the ground on a blanket and looked at the stars. |
| They slept in their sleeping bags. It was so quiet and peaceful. They had sweet dreams! |