Reading Plans October 24-28

|  |  |
| --- | --- |
| MONDAY | FOCUS LESSONGrade 2 Reading**Title:** Retelling Texts: Recognizing Author’s Message – Day 36**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:***Mufaro’s Beautiful Daughters* or a book of your choiceInstructional Plan:1. We all learn lessons everyday. For example, when you throw a ball in the house and it breaks a lamp, you learn that throwing a ball in the house is a bad idea. When you stay up late on a school night and have trouble staying awake during school the next day, you learn that going to bed on time is important. Hopefully, learning lessons helps you avoid making the same mistake again. Turn to a partner and share a lesson that you’ve learned. *Allow 2 minutes for students to share lessons learned with partners.*
2. Sometimes an author writes a story to teach a lesson that we can use in our lives. We call the lesson an author teaches the author’s message. Today we will learn how to find the author’s message in a fiction text.
3. There are questions that help a reader find the author’s message:
* What did the characters in the story learn?
* How could I use the lesson in my life?

**MUFARO'S BEAUTIFUL DAUGHTERS***by John Steptoe* ***Reading Level: Ages 4-8***Mufaro's Beautiful Daughters *Fairy tales are great stories for helping students work out complicated moral issues in a make-believe context. The Cinderella story has a universal theme of an under-appreciated, kind, and honest child who finally gets what she deserves. Found in countries all around the world, the same story plays out in different contexts. Mufaro’s Beautiful Daughters is a Cinderella story from Africa in which kindness, generosity, honesty, and love are rewarded and selfishness is punished. A related lesson in the story is found in how the kind daughter responds to the teasing and abuse from her cruel sister*.Before Reading **ASK**: Is it important to be kind even if no one knows it was you who did the kind act? Discuss/think of some kind acts that could be done without letting others know you did them. Why would you want to keep it a secret?**SHOW**: The front and back covers of the book and talk about where and when this story might take place. How does it look different from your area? Encourage predictions and creative observations.**CONNECT**: We are going to read a story about two beautiful daughters one of whom may marry a king if she is worthy. I wonder what a king would be looking for? How can he be sure he picks the right one?.During Reading**ASK**: Stop several times to ask the student to predict what might happen next. Ask him or her to describe each sister.**SHOW**: Discuss the artwork and notice the different types of wildlife that are seen on each page. “In what ways does the environment in the book look different from your own area?” **CONNECT**: No one can see the selfish and selfless acts of the daughters in the woods. Why does each one act the way she does?After Reading**ASK**: When do you think the king decided that Nyasha was the one to become queen?**SHOW**: Nyasha entered the chamber even though her sister warned her there was a monster inside. Look at her face and hands when she sees the snake. What can you tell about Nyasha from this picture?**CONNECT**: Notice all the people watching the new queen on the last page. Why would the king want to make sure his country’s future queen was not selfish?Independent Practice1. Discuss and make a list of some ways that you can show kindness to people you live with, friends, and strangers.
	* Are the acts of kindness the same for each group of people?
	* Be sure to think of small acts of kindness as well as a bigger act that may involve some time and giving up an opportunity for yourself.
	* Make a plan to do some of the things on your list.
	* After some time, come back to talk about the list again. Did you do some of the things you planned? How did you feel? How did the people you were kind to react?
	* Can you add some ideas to your list?

INDEPENDENT PRACTICE: The students will write how they can use this lesson in their own life. I can use the lesson\_\_\_\_\_\_\_\_\_\_\_\_ by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Tuesday | **Title:** Retelling Texts: Recognizing Author’s Message **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 connectionsHere are some ideas of activities you can do before the play. Choose what you’d like to do!1. Reading Rainbow Episode on United Streaming (30 minutes)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=73AE19F1-73ED-4AF8-AC48-FD73FB6538C5> 1. How did Nyasha respond when her sister was unkind to her? Think of a time when someone was unkind to you. How did you respond? How do you wish you had responded? What would you like to try next time?
2. Spend some time looking at maps of Africa. Read the names of the countries and talk about different regions and their climates and wildlife. Find Zimbabwe and South Africa.
3. Compare this story to the classic fairy tale Cinderella. How is this story like Cinderella and how is it different? Make a chart showing the comparisons.
4. Use paints or markers to copy a flower or animal from the story. Talk about what medium the artist may have used to create the pictures.
5. What does it mean to get what you deserve? Did the sisters get what they deserved? Was it fair that Nyasha became queen? Was it fair that Manyara became a servant in her household? Do you think this idea is real? Do you feel that you get what you deserve? Do you treat people the way you want to be treated or do you treat them the way they treat you? What is the best policy?
 |
| WEDNESDAY | FOCUS LESSONGrade 2 Reading**Title:** Retelling Texts: Making Connections - Day 34**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:**Koala Lou by Mem Fox (We switched books b/c we didn’t think the kids would have many text-to-world connections with Mufaro’s Beautiful Daughters)Affinity chart w/ 3 columns for connections(below are icons if you want to put them on your affinity. This will match student work page tomorrow.)Sticky notesMaking Connections

|  |  |  |
| --- | --- | --- |
| j0397995Text-to-Text | MCPE07508_0000[1]Text-to-Self | MCj04315320000[1]Text-to-World |
|  |  |  |

Instructional Plan:1. Earlier this year we spent a week learning to make connections to texts. We learned about two kinds of connections a reader can make to a text: text-to-self and text-to-text. Readers make a text-to-self connection when they find similarities between themselves and the texts they read. Readers make text-to-text connections when they find similarities between two texts. Today we will learn about a new kind of connection that good readers make.
2. Good readers also make text-to-world connections. Good readers look for similarities between texts and things they know about the world. Today I will model how to make text-to-world connections.
3. *Show Koala Lou.* We read this book earlier in the year. I am going to reread it to make sure that we remember all the details. While I read, I will make text-to-self, text-to-text, and text-to-world connections. *Read aloud Koala Lou.*
4. Make an affinity with 3 columns for each type of connection. Model for the children how to make connections as we read. Place your sticky notes in the correct column.
5. The first text-to-world connection I can make is that koala bears live in Australia. I learned that in science class when I was a child. I can also make a text-to world connection about the Olympics. I watched the Olympics on television and know that they give gold, silver, and bronze medals for first, second, and third place. These are examples of text-to-world connections.
6. *Closure:* Good readers make text-to-world connections by finding similarities between things they know about the world and the text they read. Today as you are reading think about a text-to-world connection that you might make.

INDEPENDENT PRACTICE: To work on cooperative learning, have students work in pairs. One person will be the reader. One will be the recorder. They will write connections on their stickies. You can use story *A Trip to the Firehouse* on pg. 297 in 2.1. REFLECT: Kids will sort their stickies on the affinity. Evaluate if the connections were in the correct place. |
| THURSDAY | FIELD TRIP!!!!!! |
| FRIDAY | FOCUS LESSONGrade 2 Reading**Title:** Retelling Texts: Making Connections- Day 35**Content 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**Language Objective**: -Read a story and identify text to self, text to text, and/or text to world connections using a graphic organizer -Explain to a partner any connections (text to self, text to text, and/or text to world) made to the story **Materials:**“Making Connections” graphic organizer for each studenta text of your choice3 column charts for each student. (we’ll make copies for you☺)Making Connections

|  |  |  |
| --- | --- | --- |
| j0397995Text-to-Text | MCPE07508_0000[1]Text-to-Self | MCj04315320000[1]Text-to-World |
|  |  |  |

Instructional Plan:1. Good readers tell the connections they make with a text when they retell a story. Today you will make connections to a text using a graphic organizer.
2. We’ve learned that there are three kinds of connections: text-to-self, text-to-text, and text-to-world. *Recall transparencies, charts, and texts used from Day 13, 15, and Day34 to help students activate prior knowledge and/or build background.* A reader makes a text-to-self connection when they find a similarity between the text and themselves. A reader makes a text-to-text connection by finding a similarity between the text and a book they have already read. A reader makes a text-to-world connection by finding a similarity between the text and something they know about the world.
3. We will start by reading a text. *Choose a text to read aloud, allow students to choose an individual text, or choose a story from the HM anthology. Teacher may need to “model” how to complete the graphic organizer even though students have completed different versions in the past. The modeling can help activate students’ memories of using it before or help new students who were not in attendance earlier in the year.*
4. *Distribute “Making Connections” graphic organizer.* Now it’s your job to make connections to this story. *Circulate while students record connections.*
5. Now I want you to turn to a partner and share a connection you made to this story. *Allow about 5 minutes for sharing.*
6. *Closure:* When good readers retell stories, they make connections to texts. The connection might be between the story and something about themselves. It might be a connection between the story and another story they have read or heard. Or it might be a connection between the story and something they know about in the world. As you read today, try to make a connection. This helps you better understand what you read.
 |