Reading Plans October 3-7

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| Day | Plans |
| Monday | FOCUS LESSONGrade 2 Reading**Title:** Discussing a Text – Day 24**Content Objective:** 3.041 **Increase vocabulary by listening, discussing, and writing about what you read****Language Objective: Listen to a story and respond both orally and in written** **form using the following sentences:** * **My favorite part was when …**
* **I was surprised when…**
* **It was exciting when…**
* **I was confused when …**

**Materials:****“How to Discuss a Text” language frames above**\*\*\*We suggest using Charlotte’s Web as a book to use frequently throughout the following week or soYou can also use a chapter book read aloud if you’d like, Where the Wild Things Are, or a book of your choice.**Student RRJs****Instructional Plan:**1. **Thursday we learned that good readers respond to texts in writing after reading. Good readers also talk about a text with other readers after reading. Today we will learn ways to talk about a book.**
2. *Place “How to Discuss a Text” transparency or poster on the board or overhead.* **These are some examples of how to start a sentence when you talk about a text.** *Pictures are included to help students make concrete connections with the sentence. Here’s what the poster should say:*
* **My favorite part was when…**
* **I was surprised when…**
* **It was exciting when…**
* **I was confused when…**
1. **Yesterday we read Where the Wild Things Areand we wrote about our favorite part. I am going to reread the story or chapter now. While I’m reading, think about how you might finish these sentences and write them down in your RRJ. We will have time for some of you to share your ideas about the text after I read.** *Reread Where the Wild Things Are. After reading ask for volunteers to complete each sentence. Be prepared to model appropriate responses. Suggestions are listed.*
* **I was surprised when Max tamed the Wild Things by looking into their eyes. I thought they were going to eat him.**
* **It was exciting when the Wild Things had the wild rumpus. It reminded me of a really fun party.**
* **I was confused when Max sailed over a year and in and out of weeks and through a day. Can anyone help me understand what that means?**

**INDEPENDENT PRACTICE: TSW get with a reading buddy and share their thinking from the read aloud.**1. *Closure:* **Good readers respond to texts by talking with other readers after reading. When a reader is confused about part of a text, other readers can explain the text so that s/he is no longer confused.**
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| TUESDAY | FOCUS LESSONGrade 2 Reading**Title:** Talking about a Text with Other Readers**Content Objective:** 3.041 Increase oral vocabulary by listening, discussing, and writing about what you read**Language Objective:** Listen to a story and in small groups respond orally using the  following sentences: * My favorite part was when …
* I was surprised when…
* It was exciting when…
* I was confused when …

**Materials:**George and Martha Round and Round by James Marshall (Houghton Mifflin page 96 from 2.1 Fox Book) or another picture book“How to discuss a text” smart file **Instructional Plan:*** + 1. **Yesterday we worked as a class to talk about a text by completing some sentences. Who can recall (remember) one of the sentences that we used?** *Students respond.* **Today you will talk about a text with some classmates to practice the strategy.**

* + 1. *Place “How to discuss a text” transparency on the overhead projector.* **These are ways to start a sentence when you talk about a text.**
		2. **We are going to read George and Martha Round and Round.** *You may allow students to read independently, in pairs, or read aloud to the class.* **While you read, think of how you can complete at least one of these sentences. After reading you will talk about the story with a group of classmates by completing one of these sentences.** *Read text.*
		3. *Students should be placed in groups of 3-4 to discuss the text*.  **The person in your group whose birthday is closest should share first. Take turns and allow everyone to share. Remember- if someone says they are confused; help them understand the story better.** *Circulate through the classroom as students discuss the text.*
		4. *Closure:* **Using these sentences to begin talking about a text helps us become better readers. I will be listening for these words as you discuss texts this year.**
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| WEDNESDAY | **Title:** Talking about a Text with Other Readers**Content Objective:** 3.041 Increase oral vocabulary by listening, discussing, and writing about what you read**Language Objective:** Listen to a story and in small groups respond orally using the  following sentences: * My favorite part was when …
* I was surprised when…
* It was exciting when…
* I was confused when …

Use the same smart notebook file from Monday to display the language frames above.MINI-LESSON:* Remind the students that we know that good readers talk about books using special words (words above).
* Today, you will get a chance to respond to a text in writing as you read a just right book.
* Make sure that the children read a story (no non-fiction). They will use the language frames provided on half-sheets of white paper. (we made copies)

STUDENT ENGAGEMENT: The students will work independently to complete a response form.CLOSURE: When you come to the rug, have students sit EEKK with a partner to share one response with their friend.  |
| THURSDAY | FOCUS LESSONGrade 2 Reading**Title:** Retelling Texts: Characters – Day 26**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:** With teacher modeling, analyze a character from a story using acharacter web. **Materials:**Charlotte’s Web by EB White or another book that lends itself to discussions of characters. “Character Web” smart notebook file**Instructional Plan:**1. **We will spend the next few weeks learning how to retell a fiction text.** *Write “Retell” on the board or on chart paper.*  **Retelling a story means to explain all of the elements of a story in detail after reading. Good readers read carefully so they can retell a story after reading.**
2. **Fiction texts have several elements that good readers look for when reading.** *Do a quick review of story elements using the STORY ELEMENTS NOTEBOOK.* **The first element of a fiction text that we will talk about is “characters”. Characters are the people or animals in a fiction text. Good readers learn details about characters from a text. Good readers learn what characters look like and how they act.**
3. **Today I am going to read another chapter from Charlotte’s Web. This chapter is called “whatever chapter you choose to read today ☺” While I am reading, my brain will be working to learn as much as possible about Fern . After I read, I will use a graphic organizer called a Character Bubble Map to show what I learned about the character.** *Read aloud from Charlotte’s Web,*
4. *Place the “Character Web” chart*. Pictures have been included in the Teacher’s Key. IF you would like you can show the students the key with the pictures to help students who may need help with making connections with Fern even though the class has been reading about her recently. **This is a Character Web. The character I learned about is Fern, so I will write her name in the center of the web.** *Write “Fern” in the center of the web*. **I will record the information I learned about Fern around the center of the web. What did I learn about how Fern looks and acts?**
5. *INDEPENDENT PRACTICE: TSW read a just right book and make a character web from a character in their book.*
6. *Closure:* **By paying attention to the characters in a story you can better understand and enjoy fiction. One way to focus on characters is to use a character web. Today I showed you how to use a character web to record the details you learn about a character.**
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| FRIDAY | FOCUS LESSONGrade 2 Reading**Title:** Retelling Texts: Characters**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:**Charlotte’s Web “Character Web” from yesterday on SMART NOTEBOOK**Instructional Plan:**1. **Yesterday we learned that good readers retell details about characters from a text. I showed you how to use a “Character Map” to show the details you learn about a character.**
2. **I am going to read more from Charlotte’s Web. The pages I will read give more information about Fern. While I am reading, listen carefully to learn more details about Fern. While I read, you will record the new information you learned about Fern on a sticky note.** *Read aloud from Charlotte’s Web.*
3. **Today we will add information about Fern to the character web I started yesterday.** *Sort ideas/responses on an affinity. Then, write new traits on the web.*

INDEPENDENT PRACTICE: TSW add details to their character map from yesterday in their RRJ1. *Closure:* **Good readers learn details about characters from a text. A character web is a good tool to record the details you learn about a character. As you read use a character web to record details you learn about a character.**
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**ESSENTIAL LEARNING GOALS FOR MON-WED**

We are learning how great readers respond to what they read with emotions:

Strategies:

Tell about your favorite part.

Listen/read and respond to reading.

Talk about books with friends.

Words for my thinking:

* My favorite part was when…
* I was surprised when…
* It was exciting when…
* I was confused when…

ESSENTIAL LEARNING GOALS FOR THURS&FRI

We are learning how great readers think about story elements as they read to understand the story better.

Strategies:

Read to find out about characters and what they’re like.(looks, likes, dislikes, feelings)

Think about how characters change

How to Talk About a Text:

* My favorite part was when… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* I was surprised when… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**![[Cartoon: Jo Adjunct plays cheerleader with letter jacket and pompon...] ]()**

* It was exciting when…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* I was confused when… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How to Talk About a Text:

* My favorite part was when… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* I was surprised when… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**![[Cartoon: Jo Adjunct plays cheerleader with letter jacket and pompon...] ]()**

* It was exciting when…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* I was confused when… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_