Reading Plans September 19-23

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| MONDAY  You’ll need the book *Amazing Grace*  *Or*  ***IT’S ON UNITED STREAMING!!*** | Objective 2.11 I can use my schema to make connections.  3.01 Make connections between what you read and personal experiences.  Language Objective: Students will record and share text-to-self connections.  Applaud students for their excellent work with the poem storm Friday. Remind children that we are using our schema to make connections so that we can be wonderful readers!  Mini-lesson: Continue with Text-to-Self Connections   * Explain to students that we will continue working on making connections. * Before we read, let’s predict what we think will happen in this story based on the title and cover illustration. * Take a picture walk as a class to continue those great before reading habits. * Read *Amazing Grace* up until the point where she comes home and tells her mom that the children at school tell her she can’t be Peter Pan because she is a girl. **You can find Amazing Grace on United Streaming. Search Amazing Grace, and choose the 6:06 video that says, “Feature Book: Amazing Grace.”** * Discuss Grace’s feelings as you read. Talk about the meaning of the word “discouraged.” * Allow a few students to make connections about a time when they felt discouraged like Grace and they couldn’t do something they wanted to do.   Guided Practice:   * Give each student two large sticky notes. On one sticky note they should write about a part of the story when Grace felt discouraged. On the second sticky note they should write about a time when they felt discouraged like Grace. They can stick these in their RRJ. They can illustrate below each connection in their journals.   **I remember a time when I felt discouraged like Grace. I felt discouraged because\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  CLOSURE: Students can share their connections with a friend or with the class, it’s your choice. |
| TUESDAY  Supply each child with a sticky note @ the beginning of the lesson. | Objective 2.11 I can use my schema to make connections.  3.01 Make connections between what you read and personal experiences.  Language Objective: Students will record and share text-to-self connections  Mini Lesson: Does my connection help me understand the story better?   * Explain to students that just like schema is only helpful if it makes you a better reader, connections work the same way. * Good connections help us understand the story better. * During the read aloud, make sure each child has a sticky to record a connection as we read the 2nd half of the book on united streaming. * Finish reading Amazing Grace. Invite a few students to post their sticky notes on chart paper. EVALUATE the sticky notes as a class. If the connection help the reader understand the story better place a star next to it. If it does not, leave it blank. (Reading With Meaning pg 60) Sort them on a t-chart labeled helpful/ meaningful connections and unhelpful connections.   Independent Practice:   * Encourage students to make connections using their JR Books. They can record 1 or more connections in their RRJ. It MUST be a meaningful connection!   Closure:  Ask students to share their connections with a partner and then synergize to determine if the connection would be helpful or unhelpful. |
| WEDNESDAY | Objective 2.11 I can use my schema to make connections.  3.01 Make connections between what you read and personal experiences.  3.023 Make connections and comparisons within and across stories.  Mini-lesson: Making text-to-text connections   * Review the book *Chrysanthemum.* What do we remember about Chrysanthemum? If there anything about her that reminds us of Amazing Grace? Let students turn and talk about these questions. Guide them in their thinking if necessary. * Discuss with students that when you relate one text to another it is called a text-to-text connection. * (You may want to re-read Chrysanthemum quickly or even a portion of it to jog the students’ memory.) * Do a Venn Diagram as a class about how *Chrysanthemum* and *Amazing Grace* are alike and different. * Are there any other texts that remind you of *Amazing Grace* or *Chrysanthemum?*   READ TO SELF:   * Let students read to self today. Encourage them to think about text-to-text connections as they read. They can record in their RRJ if they have a text-to-text connection.   Closure:   * Have students share. |
| THURSDAY | Objective 2.11 I can use my schema to make connections.  3.01 Make connections between what you read and personal experiences.  3.023 Make connections and comparisons within and across stories.  Mini Lesson: Text-to-Text Connections   * Read Aloud *Wemberley Worried*. (If you only want to read a portion of the text to save time you can.) * Once again, review meaningful connections and how they need to be similar emotions, or character traits. These connections need to help us become better readers. * Review the book *First Day Jitters* and discuss how the main characters were both nervous and worried. * Model how to use the language frame below.   **When we read Wemberly Worried, we noticed that Wemberly felt \_\_\_\_\_\_\_\_\_\_\_\_ just like Sarah in First Day Jitters.** The kids can write more about their thinking. This is just to get them started.  Independent Practice  Have students write about their text-to-text connections using the language frame for *Wemberly Worried* and *First Day Jitters* . |
| FRIDAY | CATCH UP DAY!!! …since we had an early release and lots of fun things going on! Do what your class needs. |