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|  | Reading Plans September 26-29 |
| MONDAYHAVE PREPARED AHEAD OF TIME: Make an affinity diagram of at least 5-6 book titles you’ve read as a class (include Ira Sleeps Over) that children might have a text-to-text connection to with their JR book. | 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: Continuing Text-to-Text Connections* Review the poem, *Storm* that you read last week.
* Talk about the personal connections that you had with this poem.
* Show the students the affinity of the books we’ve read together.
* Does the poem make you think of any of these texts? Why?
* On a sticky, write about your text-to-text connection. Discuss that both the poem and the book Ira Sleeps Over involve being frightened or scared.
* Stick the sticky note under Ira Sleeps Over on the affinity.

Independent Practice:* Have students read JR books and make a text-to-text connections on stickies.

Closure:Have students come up and put their connection with the appropriate title. Share everyone’s thinking! |
| TUESDAY  | 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.2.0192 Preview the book and predict what might happen. Predict while you read too. 2.012Check predictions.Mini-Lesson: Reviewing Schema, Text-to-Self and Text-to-Text * Review what we have learned that good readers do: Good readers activate their schema, they predict, they make text-to-self connections, and text-to-text connections.
* Start creating a class lotus entitled “During Read to Self I can…”. (in the middle) and put the following journal options: write about schema, predict, make connections. With each one, put a little picture for a visual reminder. \*\*\*Students will be able to use this lotus during the Read-to-Self.

Independent Practice* Have students choose one of the options from the lotus to complete in their reading response journal. They should read and use their Just Right books.

Closure: Come to the carpet, and let kids share what they chose to do and tell about it. |
| WEDNESDAY | **Content Objective: 3.01 Make connections between what you read and your personal experiences****Language Objectives: Listen to a story to make text to self and text to text connections by speaking in complete sentences using the** **Sentence starters:*** **When this happened …**
* **It reminded me of ….**

**Materials:**“Making Connections” handout (@ bottom of the plans)Chrysanthemum by Kevin HenkesWemberly Worried by Kevin Henkes- as a visual reminderOther books we’ve read (affinity)**Instructional Plan:**1. **We’ve learned that good readers make text-to-self connections and text-to-text connections when they read. Today we will work together to make connections.**
2. **I am going to read another book by Kevin Henkes. While I am reading think about connections you can make to yourself/text to self or to the other books we have read/text to text.** *Show the hardcopies of the books if possible. If not, display Kevin Henkes’ books overhead. Refer back to Chrysanthemum*.
3. *Place “Making Connections” page on your projector or smart board.* **Let’s work together to make connections. Show the students the pictures to jog their memories of the book Chrysanthemum. Raise your hand if you can make a connection. Model how to record on the chart. Be sure to tell me what part of this text you are thinking about. Then tell me what it reminds you of. Finally, tell me if it is a text-to-self or text-to-text connection.** *Record student ideas. Possible ideas are listed below.*
* *Rita and Victoria made fun of Chrysanthemum’s name. That reminds me of how a boy made fun of me for being smaller than everyone else. (text to self)*
* *Chrysanthemum went to her first day of school. That reminds me of when Wemberly went to her first day of school. (text to text)*

*INDEPENDENT PRACTICE: TSW have their own chart. This will serve as a mini-assessment!* 1. *Closure:* **When you read independently remember to make text-to-text and text-to-self connections. Have children share an idea they had while reading.**

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| Thursday | FOCUS LESSONGrade 2 Reading**Title:** Responding to a Text in Writing **Objective:**3.041 Increase vocabulary by listening, discussing, and writing about what you read**Materials:****Best Wishes, Ed** by James Stevenson (McGraw Hill Ladybug book page 293)“Reading Response” chart on smart board **Instructional Plan:**1. **We can become better readers by writing about a text after reading. Today we will practice writing after we read.**

1. **This book is called Best Wishes, Ed.** *Place “Reading Response” chart on smart board.* **After reading we will respond to the story by completing these sentences: My favorite part of the text was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I liked it best because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
2. As I am reading be thinking about your favorite part and why it is your favorite.
3. *Read Best Wishes, Ed aloud.*
4. **I am going to tell you my favorite part first.** *Record your favorite part of the text to complete the sentence. A possible response is “My favorite part of the text was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I liked it best because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It made me think****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.***
5. **GUIDED PRACTICE:** *TSW write about their favorite part of the story in their Reader’s Response Journal using the language frame above. (we will make copies for you)*

*Closure:* **Today you had a chance to respond to text in writing after reading. When readers write about what they read they find they can better understand and appreciate their reading.**  |
| Friday | TEACHER WORKDAY! |

# Making Connections Name

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| When this happened… | It reminded me of… | Text-to- |
| Self**MPj04395080000[1]** | Text3_book-club-book-worm⬄books-clipart |
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|  |  |  |  |
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My favorite part of the text was…

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I liked it best because…

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

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

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