Belle Hughes

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| **Topic: Finding a Message/Theme in a story** | **Class: 2nd Grade Reading Literature** | **Date: TBD** |
| **Content Objectives:**  TSWBAT find a message or theme in the story. | **Language Objectives:**  Level 1(Beginning): Students will be able to identify what the story is about.  Level 2(Emerging): Students will be able to identify what the story’s message is in groups at their tables.  Level 3(Developing): Students will write a sentence of the main message. | |
| **Key Vocabulary:**  Race: a competition between people, animals, vehicles, etc., to determine which one is the fastest: a contest of speed  Theme: the subject of a talk, a piece of writing, a person’s thoughts, or an exhibition; a topic  Slow: moving, flowing, or proceeding without speed or at less than usual speed  Fast: moving or capable of moving at high speed  Crowd: a large number of people gathered together in a disorganized or unruly way | **Supports:**  (For Beginning, Emerging, and Developing)   * Book of the Tortoise and the Hare * Smaller copies of books for students * Worksheet   Level 1(Beginning): The students will have their own copy of the book in their native language so they can follow along. The worksheet being partially filled out and the prompt in their native language.  Level 2(Emerging): The students will have their own copy of the book in their native language to follow along and the worksheet will be partially filled out but prompted in English.  Level 3(Developing): The book will be read to them and English and the worksheet will be prompted in English. | |
| **Higher-Order Questions:**   1. What do you think the story’s message was? 2. What do hard work and not giving up mean and how did that help the tortoise in the race? | | |
| **Time:**  5 minutes | **Anticipatory Set:**  **Building Background**  Today we will be reading the story Tortoise and the Hare. After our lesson today you will be able to find the theme of our story which will help you with the activity of writing your own story.  *Links to Experience:*  Start by asking the students to “raise your hands if you like stories.” Now after they put their hands down ask them “now, who likes secrets?” Say “Perfect, because not only are we going to listen to a story today, but we are going to find out a secret message about it.”  *Links to Learning:*  Say, “class, many of you said you like secrets. In a book, there are secret messages that are called themes. Remember last week when we discussed what our book was about? (Wait for the yes) This week we are going to pick out the theme of what our book is about.”  *Introduce Key Vocabulary:*  Race, Theme, Slow, Fast, Crowd  These words can be written on the board and the teacher will tell them what each word means starting with the theme and the students in their vocabulary notebooks can write the word and draw a picture to remember the meaning. | |
| **Time:**  25 minutes | **Development/Practice:**  **Student Activities** (Circle/highlight all that apply for activities throughout the lesson):  *Scaffolding*:       Modeling        Guided        Independent  *Grouping*:   Whole Class    Small Group    Partners    Independent  *Processes*:    Reading     Writing     Listening     Speaking  *Strategies*:    Hands-on       Meaningful      Links to Objectives  *Development 1 (Reading)*   * Read the Big Book version of Tortoise and the Hare so that all kids can see the book. **(Level 1 and Level 2 students will have their own copies of the book in their native language to follow along.)** * Ask the students on page 7 if they think that the Tortoise should race the Hare. * On page 9 ask them to give a thumbs up if they think the Tortoise is ready and if not then give a thumbs down. * On page 21 ask the students who they think will win. Do this by a raise of hand to keep their attention while also not getting distracted. * After page 29 is read clap and get them to clap along for the Tortoise winning the race. * Now read the last page.   *Development 2 (The Secret)*   * Tell the students to turn to a partner and talk about what the story’s secret was. * Now ask the students to raise their hands if they think they know what the story’s secret was. * After 3 students have given an answer then tell them how the book’s secret was the theme and a lesson for us. * Read page 30 again which directly states, “He had learned an important lesson: HARD WORK AND PERSEVERANCE BRING REWARD.” * Ask if any student knows what hard work and perseverance mean. * Once two people have taken a guess explain that hard work and perseverance mean not giving up and trying your best to get a reward. * Explain that every story has a lesson behind it to help the reader learn something new that they might not have known and therefore it’s almost like a little secret that the writer was trying to let us in on.   *Guided and Independent Practice*   * Give each student a worksheet and explain that it’s now their turn to write a story that has a secret message behind it.   [Secret Worksheet.docx](https://grovecitycollege-my.sharepoint.com/:w:/g/personal/hughesig21_gcc_edu/EQs-bpCDqIpIg1QMndVZrqoBsX6pt6BrjeSRXnPbagu3ZQ?e=8KXvT0)   * There will be a place for the story as well as a place for the student to tell me what the message was**. (Level 1 students will work with me, Level 2 students I will check on frequently, and Level 3 I will check on as normal.)**     **Closure:**  (Circle/highlight all that apply):         Individual       Group        Written          Oral  *Closure*   * Reiterate that every story they will read will have a secret message or theme that they must look for. * Then encourage them to continue to write their own messages in every story they choose to write. * This independent assignment will be handed in at the end for me as the teacher to read each story and check to see if they were able to place their message into the story they have written.   **MLL students’ worksheets will be looked at how their language development and how well they are understanding the concept.**  *Review Key Vocabulary:*  “Remember when we talked about the words written on the board and what they meant? (Waiting for yes.) We are going to go through them again and I want you guys to tell me when you remember this word in the story and why it was used”  Race: The tortoise and the hare were in a race against each other.  Theme: The message of hard work and perseverance.  Slow: Used to describe the tortoise.  Fast: Used to describe the hare.  Crowd: The people that watched the race.  *Review Key Content Concepts:* This will be done in their independent assignment when they review the theme and how to use it.  “So, what special word did we use to describe the secret message of a story? (Waiting for ‘theme.’) Yes, theme. Now we found the theme in our story, Tortoise and the Hare and we even wrote our own theme and story. Do you guys think we can read another story tomorrow and find the theme in it? (Waiting for the yes.) Perfect, because that is what we will be doing. This is also an important idea to think about when someone at home is reading you a story or if you are even reading one on your own. But tomorrow we will practice it all together again.” | |