

**BUILDING
BLOCKS OF
SECOND
GRADE
READING**

STORY STRUCTURE

date:

Objective(s):

Students will be able to identify the beginning, middle, and end of a story.
Students will be able to state how characters impact the plot of the story.
Students will be able to differentiate between plot and main idea.
Students will be able to relate events from the beginning of the story to events at the end of the story using and cause and effect relationship.

Warm Up:

While students come into the classroom, conduct a short read aloud for them. As you read through the story, verbally model your thought process of how the story is structured and how events build onto each other as the story progresses.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Begin with some word work for the students to practice their reading skills.
 - a. Play Boggle with your class. Shake up the game and tell the students that they have one minute to be able to list out as many words as they can.
 - b. Once the minute is up, have them type the number of words that they found in the chat.
 - c. Go through the game and see how many words you can find
 - i. Break down syllables, discuss words that sound similar to that word, any homophones that those words could have, etc.
 - ii. This is a great chance to be able to build phonemic awareness and help students practice word structure and when you go through and find words you will be able to discuss spelling and words that may look and/or sound similar to the word they found.
2. List out the words "Beginning, Middle, and End." In the chat - have students list examples they think of with these words. Discuss how authors write stories to build on ideas to create an overall plot and this plot can differ from what their main idea is.
 - a. Reference the read aloud from the warm up to demonstrate main idea and key details of the writing, versus laying out the process of the plot where the author is building up to an ending.
3. Create a Venn Diagram to compare elements in the story that assist you in the process of determining the main idea and the plot.
4. Identify characters in your story.
 - a. Discuss how they impact the main idea of the story - do they have any character traits that can change the message? How do their actions make a difference?
 - i. Give a mini lesson on characterization, which can be reviewed in later classes as well.
5. Begin a new picture book to be able to practice these concepts on. As you work through this book:
 - a. Begin with a picture walk to model how you will use the images to assist in building your understanding of the novel.
 - b. As you read through the story, use post-its to make
 - i. Beginning, middle, and end
 - ii. Key details that will add up to the main idea of the story
 - iii. Character actions and traits that contribute to the overall plot of the story, as well as the main idea.

Closing (10 min):

Use polls to test student knowledge of the literary vocabulary discussed during the lesson. Encourage the students to get a book from around their homes and do a picture walk to determine the main idea and/or plot of the story. Encourage them to use post-its, stickers, etc. to track their thinking as they read and to speak their mind as they are reading to help them process the information.

CHARACTERS AND CHARACTER TRAITS

date:

Objective(s):

Students will be able to list 5-10 possible character traits of a character in a book.
Students will be able to differentiate between physical and internal character traits.
Students will be able to explain how a character's actions impact the overall plot of a story.
Students will be able to compare and contrast character actions, behaviors, and roles in a story.

Warm Up:

Who is your favorite character and why? Type their name and your favorite thing about them in the chat as you come into the classroom!

As students contribute their favorite characters to the chat, make a list of these characters so that you can breakdown the traits as a class during the lesson to see why these characters are popular.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Now that you have a list of characters, have students contribute to a list of characteristics for this person.
 - a. What makes them your favorite character?
 - b. Why are they popular?
 - c. If you could change a piece of this character, would you? Why or why not?
2. As you build that list, make sure you are contributing your thoughts as well so that the students can see how we think through these concepts. This is an important time to model how readers think.
3. Pick two of the characters from that list to complete a Venn Diagram to see how they compare to each other.
 - a. Once these have been compared and contrasted, discuss what makes a good character.
 - i. How do authors choose who to write about?
 - ii. How do they want their readers to think about these characters as they develop their opinions on the story?
4. Introduce external/physical versus internal characteristics. Make lists of each and encourage the students to write these down with you and make further suggestions in the comments as you discuss it.
5. Read another read aloud for the students to follow along.
 - a. As you take your picture walk, make sure to point out physical characteristics in the book and see if you can determine any internal characteristics based on actions that we may be seeing in the book
6. As you read through the story, encourage the students to chime in in the chat with any characteristics that they are noticing.
7. Once you have gone through discussing the characters and their traits in the story, begin to create your own character
 - a. What kind of story would you want to put them in?
 - b. What kind of characteristics do you want them to have?
 - c. How will these characteristics impact them in a story?

Closing (10 min):

Encourage the students to take the character that you created in class and to make a story for that person. If they complete this and feel comfortable with sharing, have their parents email it over to you to read at the beginning of the next class.

POINT OF VIEW

date:

Objective(s):

Students will be able to distinguish between stories told in the first person point of view versus the third person point of view.

Students will be able to highlight key words that let a reader know if the stories is being told in a certain point of view.

Students will be able to describe why an author picks a specific point of view.

Warm Up:

Discuss how stories can change when told from different perspectives. This can change the way that words and feelings could be perceived. Give an example such as "The Three Little Pigs," where the pigs are the victims of the story, but maybe the story would change if it was told by the wolf. Compare the original story to "The True Story of the Three Little Pigs," where the wolf becomes the victim in this.

Useful Links:

<https://www.youtube.com/watch?v=KbH6Rg7iY1I>

Instructional Time with Independent Practice (40 min)

1. Define what first person perspective is from third person perspective
 - a. Read a picture book with each of those perspectives. As you read through it, point out the places where the point of view is made particularly clear as to teach them how to read these cues within books.
 - b. Model your thought process for how you are going about determining point of view.
2. Begin to make lists of why authors may want to use specific points of view when writing their stories:
 - a. They may want to emphasize a specific character
 - b. They may want to leave things open ended to leave part of it up to the reader
 - c. Make a list of potential reasons on a whiteboard/paper and encourage students to write these reasons down with you as well.
3. Discuss how similar stories might have the main idea impacted based on who's perspective the story is told from.
4. Tell the students that you are going to create two stories alongside of them. They are going to have the same chain of events, but told from two different characters.
 - a. A good examples might be students in a classroom that are working in groups - you can emphasize one student having a better understanding than the other, one student enjoying the topic and the other not, etc. Make sure that you select a grade appropriate subject that the students will be able to recognize the different perspectives from.
5. As you create the story, have the students work to build illustrations and/or contribute more ideas in the chat
 - a. Depending on their comfort with the topic can dictate which one they would rather do.
6. After you finish the short story from one perspective, select another character within your story that you would like to focus the point of view of the story on.

Closing (10 min):

Ask the students to read one book a day until their next class with you. As they read these books, keep a list of first person versus third person books that they read. Have them also try choosing a person in that story that they would like to rewrite it for. Have them think about why that was the person that they chose and how that would impact the main idea of the story. Would any morale's or understandings change?

SETTING

date:

Objective(s):

Students will be able to identify the setting of a story.
Students will be able to explain how the setting impacts the actions of the characters in the story.
Students will be able to compare and contrast settings from two different stories from the same genre.
Students will be able to identify when the setting of a story changes.

Warm Up:

What are some famous story settings that you have heard of before? Have students respond to this answer in the chat as you list some of your favorite children's book settings on a white board or on a piece of paper that students can see. Explain what makes this setting captivating and how the author used literary elements to make this setting come to life.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Go through some of the settings in the comments that the students chimed in on and take two that you are familiar with to compare and contrast for the students.
2. Try to highlight what those authors did to make the setting inviting for the reader to engage with and how the setting was important for the overall plot of the story.
 - a. Take the characters from the story and compare how they needed to be written differently based on how the author placed the setting.
 - i.EX: If one of the characters is in a scary story, they may have needed to be brave to be able to conquer the challenges that would come from being in that location.
 - ii.EX: If a character is placed in a sports gymnasium as a player, maybe they needed to be hardworking to ensure that they become successful at the sport that they would be playing.
3. Once you have gone through settings that you and the students are familiar with, devise a list of setting traits that one could use to develop a distinct location for a reader to picture in their mind.
 - a. This would be an ideal time to discuss visualizing your setting
4. Read a read aloud with the students where the setting is of high importance for the overall understanding.
 - a. Make sure to model your thought process as you are reading the story. One way to do this is to leave a post it on places where the author gets creative with their expression of the setting.
5. Demonstrate how you would create a setting. Begin to list traits that you would want for this setting and how this would develop as the story line grew.
 - a. What kind of characters would you want to include? Why would you make the characters a certain way based on where the story would be taking place.
6. Begin to write a story that would be based in this setting.

Closing (10 min):

Create a poll for students to determine if something is a character trait or if it is a trait of a setting. You can also do a review of internal versus external character traits through polls.