

Response

to

Literature

2nd Grade



**Response to Literature
Mini-Lesson Titles
2nd Grade**

<u>Week</u>	<u>Lesson</u>	<u>Mini-Lesson</u>
1	1	Retelling
	2	Retelling (with more detail)
	3	Initiating Response to Literature Rubric
	4	Summarization (Skeleton)
2	5	Summarization (Beginning, Middle, End)
	6	Summarization (Most Important Ideas)
	7	Text to Self Connections
	8	Accountable Talk
	9	Accountable Talk Rubric
3	10	Text to Text Connections
	11	Supporting a Claim
	12	Dramatization
4	13	Text to World Connections
	14	Scoring Responses (Completed Sample Rubric)
	15	Celebration!



Response to Literature

Overview

2nd Grade

Background and Rationale:

Students will develop a variety of strategies in response to literature through written and oral forms demonstrating comprehension through interpretation, evaluation and analysis.

Assumptions:

- Learners respond to literature often times by making comparisons of texts.
- Learners respond to literature by making text to self, text to text, and text to world.
- Learners respond to literature by justifying claims using evidence found in text.

Teaching Objectives:

Students will engage in literature responses in order to:

- Respond to stories and poems in ways that reflect understanding and interpretation in discussion in writing and through drama.
- Support interpretations, summarizations and/or conclusions with examples drawn from text and/or from their own experiences.
- Connect ideas and information found in what they read to events and ideas from their own knowledge and experiences, from other texts, and from knowledge and experiences in their world.

Weekly Overview:

- **Week One:**
Students will develop their ability to retell a story utilizing major points, supporting details, and story elements in their response to literature. Students will summarize the text by selecting the most important ideas.
- **Week Two:**
Students will continue summarization techniques utilizing beginning, middle and end. Students will respond to literature through accountable talk and support that response with their text to self connections.
- **Week Three:**
Students will respond to literature through text to text connections by justifying their claim with evidence from the text; through making sense of the big ideas; and through use of drama.
- **Week Four:**
Students will respond to literature through text to world connections. Students will apply the “response to literature” rubric to evaluate their product and share in celebration with their peers.



Response to Literature
Overview
2nd Grade

Materials Needed:

- Chart tablet
- Markers
- Writers notebook
- Graphic organizers
- Samples of teacher's writing

Suggested texts:

- **Touchstone texts**
- *Stellaluna* by Janell Cannon
- *Hally Tosis* by Dav Pilker
- *The Three Little Pigs*
- *Giraffes Can't Dance* by Giles Andrede
- *Bread and Jam for Frances* by Russell Hoban
- *Tacky the Penguin* by H. Lester
- *The Tenth Good Thing About Barney* by Judith Viorst
- *Alexander and the Horrible, Terrible, No Good, Very Bad Day* by Judith Viorst
- *Crow Boy* by Taro Yashima

Websites:

<http://www.csusm.edu/Quiocho/response.htm>

<http://home.earthlink.net/~robertpilver/response.htm>

<http://teacher.scholastic.com/lessonrepro/results/index>.

<http://www.edhelper.com/cat232.htm>

<http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/friends.html>

<http://www.literacy.uconn.edu/k2chilit.htm>

<http://www.acs.ucalgary.ca/~dkbrown/wwr/index.html>

http://curry.edschool.virginia.edu/centers/clic/language_arts.html

<http://www.allamericareads.org/lessonplan/strategies/during/litcirc1.htm>



Responding to Literature
Retelling
Week 1 Lesson 1
Grade 2

Mini-Lesson Goal:

Students will use story structure to retell texts and to integrate the language of literature with their own oral language.

TEKS 2.9 (C)

Materials Needed:

- Use book with simple, familiar text. (ie. The Three Little Pigs)
- Story map
- Chart tablet
- Markers

Before the Lesson:

Read the book. Discuss the importance of providing major points and supporting details in retelling a story. Students must use their own words and correct sequence.

Mini-Lesson

Connection:

Retelling is a tool commonly used for assessment and/or a regular part of instruction. It provides teachers with a viable alternative to teacher follow-up questions. Retelling is widely used to collect evidence of comprehension after reading. The use of retelling helps the reader create a mental image of the story.

Teach:

Read a selected book to the students. Remind the students that in retelling the story we use story elements learned in story mapping.

- Characters
- Setting
- Plot
- Movement through time
- Change



Responding to Literature
Retelling
Week 1 Lesson 1
Grade 2

Active Involvement:

1. Students will identify the story elements as they relate to beginning, middle, and end from the read aloud.
2. Teacher will chart these elements as students decide where they belong in the sequence.
3. Students will discuss how the retelling should begin.

Link:

Teacher can model the retelling.

Writing time / Conferring Time:

Students work in pairs to practice retelling the story, using the chart as a guide to the story elements they should use.

Closing:

Students meet in the Gathering Spot and are provided opportunity to retell the story.



Responding to Literature
Retelling with more detail
Week 1, Lesson 2
Grade 2

Mini-Lesson Goal:

Students will use story elements to retell text and to integrate the language of literature with their own oral language.

TEKS 2.9 C

Materials Needed:

- A familiar book with simple text
- Chart from the first lesson
- Markers
- Writers Notebook

Before the Lesson:

Read the selected book

Mini-Lesson

Connection:

Retelling helps the reader create a mental image of the story.

Teach :

Read the book to the students. Tell students they will decide which story elements belong to the beginning, middle, and end.

Active Involvement:

Students will finish the chart started in the first lesson.
The students will create retelling of the story using sequence.
Chart will include:

Beginning:

How story the story begins

Characters

Setting

Middle:

Problem

What happened next?



Responding to Literature
Retelling with more detail
Week 1, Lesson 2
Grade 2

End:

How was the problem solved?
How did the story end?

Link:

Teacher will model retelling a story using the chart as a guide.

Writing Time/Conferring Time:

Students will write a retelling using the chart as a guide.

Closing:

Students share their retellings in the Gathering Spot.



Responding to Literature
Initiating Response to Literature Rubric
Week 1, Lesson 3
Grade 2

Mini-Lesson Goal:

The students will develop a rubric to use as a guide to retelling as a way to respond to literature.

TEKS 2.18 C

Materials Needed:

- Chart created using the story elements for retelling.
- Chart paper
- Markers

Mini-Lesson

Connection:

Retelling is used to collect evidence of comprehension and a rubric is used to organize the evidence.

Teach:

Review the story element chart.

Active Involvement:

Students will create a rubric using the story elements chart.

Link:

Students will revise their written retell using the rubric.



Responding to Literature
Response to Literature Rubric
Week 1, Lesson 3
Grade 2

Student most of the time:	Student often :	Student some of the time:	Student rarely :
<u>Beginning</u> What happened in the beginning? Where did the story happen? When did the story happen? Who were the main characters?	<u>Beginning</u> What happened in the beginning? Where did the story happen? When did the story happen? Who were the main characters?	<u>Beginning</u> What happened in the beginning? Where did the story happen? When did the story happen? Who were the main characters?	<u>Beginning</u> What happened in the beginning? Where did the story happen? When did the story happen? Who were the main characters?
<u>Middle</u> What was the problem? What happened next? What did the main character do? Why?	<u>Middle</u> What was the problem? What happened next? What did the main character do? Why?	<u>Middle</u> What was the problem? What happened next? What did the main character do? Why?	<u>Middle</u> What was the problem? What happened next? What did the main character do? Why?
<u>End</u> How was the problem solved? How did the story end?	<u>End</u> How was the problem solved? How did the story end?	<u>End</u> How was the problem solved? How did the story end?	<u>End</u> How was the problem solved? How did the story end?



Response to Literature
Summarization
Week 1, Lesson 4
2nd Grade

Mini-Lesson Goal:

The students will summarize the text by selecting the most important ideas.

TEKS: 2.20 (D)

Materials Needed:

- *Hally Tosis* by Dav Pilker
- Chart Paper
- Markers
- Summary Skeleton

Prior to teaching the Lesson:

Read several books to students and model the strategy by using key phrases such as The text is mostly about...The paragraph or section is mostly about....

Mini Lesson

Connection:

Tell the students that when they're summarizing, they're retelling the whole story. Summarizing what the text is mostly about helps the readers understand the author's message by keeping the main idea in their head.

Teach:

Begin reading the story *Hally Tosis* by Dav Pilker. Stop after the first section and write a summary statement on chart paper and share with the group.

Active Involvement:

Have the students mark the next section. Read up until that part and have students turn to a partner and say "This section was mostly about..." Ask one student to share and write down his/her response on Chart Tablet.

Link:

Have the students complete the last section independently. Record one student's response on the chart tablet. Give students a copy of the Story Skeleton and instruct them to complete the sheet from the information listed on the chart tablet.



Closing Response to Literature
Summarization
Week 1, Lesson 4
2nd Grade

Possible Notes to the Teacher:

As you circulate the room, look for students who wrote concise summaries. Write a list of three or four students who are willing to share that their summaries with the group during closing.

Follow Up:

Gather the students together and have those that were listed share their responses with the group. Remind the students that summaries retell the central elements in a few sentences, excluding details and non-essential information.



Summary Skeleton

Who :

Wanted :

But :

So :

Then :

Ending :





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Response to Literature
Summarization (Beginning, Middle, End)
Week 2 , Lesson 5
2nd Grade

Mini-Lesson Goal:

The students will identify the introduction, beginning, middle, and end of a story to later on summarize the text.

TEKS 2.20(D)

Materials Needed:

- Organizational Structure Map
- *Stellaluna* by Janell Cannon (suggested narrative text)
- markers

Before the Lesson:

Read *Stellaluna*. Prepare and Organizational Structure Map on chart paper to use as a model for students to follow.

Connection:

Tell the students that organizational structure maps will help them summarize the story. Remind the students that when they're summarizing they're not retelling the whole story, they are just telling what the story is mainly about

Teach:

Refer to the structure map chart to model how to summarize the story.

Active Involvement:

Send students off to their writing area and have them work in pairs/groups and remind them to collaborate as they write their story summaries.

Writing time/Conferring Time:

As you circulate the room, assist students in completing the structure map.

Closing:

Gather the students together and have groups share their summaries. Remind the students that summaries retell the central elements in a few sentences excluding details and non-essential information.



**Response to Literature
Summarization
Week 2, Lesson 5
2nd Grade**

Introduction

Beginning

Middle

End



Response to Literature
Summarization
Week 2, Lesson 6
2nd Grade

Mini-Lesson Goal:

The students will summarize the text by identifying the most important ideas.

TEKS 2.20(D)

Materials Needed:

- Organizational Structure Map from previous day of *Stellaluna*

Before the Lesson:

Read *Stellaluna*'s Organizational Structure Map

Connection:

Tell the students that organizational structure maps will help them summarize the story. Remind the students that when they're summarizing they're not retelling the whole story, they are just telling what the story is mainly about

Teach:

Refer to the structure map chart to model how to chunk the beginning, middle and end to summarize the story.

Active Involvement:

Send students off to their writing area and have them work in pairs/groups and remind them to collaborate as they do write their story summaries.

Notes to Teacher:

As you circulate the room, assist students in completing the structure map. After students complete the structure map and their sharing have them add SUMMARIZATION criteria to the rubric. (See sample rubric in Scoring Responses Lesson 15)

Follow Up:

Gather the students together and have groups share their summaries. Remind the students that summaries retell the central elements in a few sentences excluding details and non-essential information.



Response to Literature
Text-to-Self Connections
Week 2, Lesson 7
2nd Grade

Mini-Lesson Goal:

Student will understand and comprehend text more effectively through the use of text-to-self connections.

TEKS: 2.10 (A), 2.13 (A), (B), 2.14 (A)

Materials Needed:

- Charts
- Markers
- Set of books by one author, that were previously read to students.

Mini-Lesson

Introduce one lesson by telling students that good readers think about how books connect to their own lives. We call this TEXT-TO-SELF connections. Good readers frequently reflect on text through their own background and experiences. Making these connections will help them understand what they are reading. Continue by telling the students that over the next week they will read several books by one author in order to practice making text-to-self connections.

On a chart write TEXT-TO-SELF (A graphic organizer may be useful, such as an arrow from one book to student reflection about self.) Write the titles of the books that will be used to make TTS connections at the top of each chart. Read and stop to model student's TTS connections. Do this about 2-3 times.

These questions may help guide you through the modeling:

- “This text reminds me of the _____ because _____.”
- “This part of the text reminds me of _____ when _____ happened.”
- “The setting of this text _____ reminds me of _____.”
- “The character _____ in this text has the same traits as _____.”

Discuss with students that when we make TTS connections it makes it easier for us to relate to text.

Active Involvement:

Send students off to Independent Reading reminding them that as they read they are to make TTS connections. Instruct them to think about how the text they read reminds them of something they have experienced or someone they know and how doing that will help them understand the story better. (Some students may make their TTS connections



Response to Literature
Text-to-Self Connections
Week 2, Lesson 7
2nd Grade

if they work with a buddy.) Bring students back to share their thinking about their TTS connections with the group.

Note to teacher:

After students practice and return to the rug , have them add TEXT TO SELF criteria to the Initiating Response to Literature Rubric.

A set of books that are suggested for second grade in Strategies That Work are *Julius, the baby of the World, Chrysanthemum, Sheila Rae the Brave and Wimberly Worried*, written by Kevin Henkes.

When modeling to students TTS connections you might find it helpful to use post-it notes on the pages of the book that will be used to model. One the post-it notes write down what you want to say about relating the text to your background and experience.



Responding to Literature
Accountable Talk
Week 2, Lesson 8
2nd Grade

Mini Lesson Goal:

Students respond to literature and support that response to the text through accountable talk in an environment free of risks

TEKS 2.2 C

Materials:

A book that sends a message, ie. Giraffes Can't Dance by Giles Andrede
Chart tablet

Before the Lesson:

Discuss one or two of the read alouds you have used this year. Ask what you think was most important about the book or books.

Mini-Lesson

Connection:

Explain to students that to understand a piece of literature we must think as well as read the words. We must ask ourselves certain questions before, during, and after we read the selection. Ask the students what questions we could ask that would help us understand the story better. Chart the responses on a piece of chart paper entitled "Thinking Questions Chart." Some possible questions might be

- ✚ What is the author trying to tell us?
- ✚ Why do you think the author wrote this story?
- ✚ Who were the characters in the story? What happened to them? How did that make them feel?
- ✚ Have you ever felt like one of the characters felt in the story? How did you feel, and what happened that made you feel that way?
- ✚ Of what does this story remind you? Does it make you think of anything that has happened to you? Of what does it make you think?
- ✚ Does this story remind you of something else you have read?
- ✚ Of what does it remind you? Why?
- ✚ Does this story remind you of anything going on in the world today? Of what does it remind you? Why?



Responding to Literature
Accountable Talk
Week 2, Lesson 8
2nd Grade

Teach:

Read aloud the book you have chosen reminding the students to think as they lesson. Draw a line down the middle of the chart paper. Write response on one side of the paper and text on the other side. Discuss two or three of the questions on the chart, and chart the students' responses and the text that supports those responses.

Active Involvement:

Put the students in pairs. Have one student in the pair ask the other student one of the charted questions about today's read aloud. The other student will give a response and the corresponding text. Then have the students switch roles. Have two or three pairs share with the class. Chart their responses.

Link:

Students choose one question to which they must respond. They must use text to support their response.

Writing/Conferring Time:

Have the students write their responses and the corresponding text in their response logs. While monitoring the students' work, look for students who are responding appropriately and supporting their responses with text. Write down the names of those students, and ask them to share their work in the Author's Chair.

Closing:

Call students to the Gathering Spot. Have three or four students share their responses and corresponding text in the Author's Chair. Remind the students that reading is thinking and to keep in mind the thinking questions.

Homework:

Have students choose a book they have already read and respond to one of the questions on the "Thinking Questions Chart."



Student most of the time:	Student often :	Student some of the time:	Student rarely :
<u>Productive group work</u> Supports responses with text Listens and responds to others in group respectively	<u>Productive group work</u> Supports responses with text Listens and responds to others in group respectively	<u>Productive group work</u> Supports responses with text Listens and responds to others in group respectively	<u>Productive group work</u> Supports responses with text Listens and responds to others in group respectively
<u>Author's Message</u> Interprets author's message and purpose correctly Supports with appropriate text	<u>Author's Message</u> Interprets author's message and purpose correctly Supports with appropriate text	<u>Author's Message</u> Interprets author's message and purpose correctly Supports with appropriate text	<u>Author's Message</u> Interprets author's message and purpose correctly Supports with appropriate text
<u>Connections</u> Makes appropriate text to self, text to text, and text to world connections	<u>Connections</u> Makes appropriate text to self, text to text, and text to world connections	<u>Connections</u> Makes appropriate text to self, text to text, and text to world connections	<u>Connections</u> Makes appropriate text to self, text to text, and text to world connections



Student most of the time:	Student often :	Student some of the time:	Student rarely :
<p><u>Dramatization</u></p> <ul style="list-style-type: none"> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm 	<p><u>Dramatization</u></p> <ul style="list-style-type: none"> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm 	<p><u>Dramatization</u></p> <ul style="list-style-type: none"> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm 	<p><u>Dramatization</u></p> <ul style="list-style-type: none"> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm
<p><u>Text to World</u></p> <ul style="list-style-type: none"> -look at information through other people’s eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing. 	<p><u>Text to World</u></p> <ul style="list-style-type: none"> -look at information through other people’s eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing. 	<p><u>Text to World</u></p> <ul style="list-style-type: none"> -look at information through other people’s eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing. 	<p><u>Text to World</u></p> <ul style="list-style-type: none"> -look at information through other people’s eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing.





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**Responding to Literature
Rubric for Accountable Talk
Week 2, Lesson 9
2nd Grade**

Mini Lesson Goal:

Students will identify the characteristics of productive accountable talk.

TEKS 2.2A

Materials:

Chart tablet

Before the Lesson:

Ask the students to think about any problems they had during the accountable talk mini lesson.

Mini-Lesson

Connection:

Explain to students that accountable talk must be “accountable.”

Ask students for suggestions for making the accountable talk activities successful

Teach

Chart the students’ suggestions on an attribute chart. Tell students that they are going to develop a rubric from this attribute chart.

Active Involvement:

Put the students in groups of three or four. Ask them to decide in what order the suggestions for accountable talk should go on the rubric and how many points the rubric should be.

Link:

Have students share their response.

Writing/Conferring Time:

Have the students generate a rubric for accountable talk. See the sample rubric.

Closing:

Ask the students to reread their rubric.

Homework:

Have students think about how they could improve the rubric.



Response to Literature
Text-to-Text Connections
Week 3, Lesson 10
2nd Grade

Mini-Lesson Goal:

Student will understand and comprehend text more effectively through the use of text-to-text connections.

TEKS: 2.10 (A), 2.13 (A), (B), 2.14 (A)
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Materials Needed:

- Charts
- Markers
- Set of books by one author, that were previously read to students.

Mini-Lesson

Introduce one lesson by telling students that good readers not only think about how books connect to their own lives, but also how books connect to each other. We call this TEXT-TO-TEXT connections. Good readers frequently remember other books as they read. Making these connections will help them understand what they are reading. Continue by telling the students that over the next week they will revisit books by the same author in order to practice making text-to-text connections.

On a chart write TEXT-TO-TEXT (A graphic organizer may be useful, such as an arrow from one book to the other.) Write the titles of the books that will be used to make TTT connections at the top of each book. Read and stop to model teachers TTT connections. Do this about 2-3 times.

These questions may help guide you through the modeling:

- “This text reminds me of the text _____ because in both texts _____.”
- “This part of the text reminds me of _____ (another text) when _____ happened.”
- “The setting of this text _____ reminds me of the setting in the text _____.”
- “The character _____ in this text has the same traits as the character in the text _____.”

Discuss with students that when we make TTT connections it makes it easier for us to predict what will happen next in the text, to visualize the text or to relate to the story at a deeper level.



Active Involvement:

Send students off to Independent Reading reminding them that as they read they are to make TTT connections. Instruct them to think about how the text they read reminds them of another text that they have already read and how doing that will help them become better readers. (Some students may make better TTT connections if they work with a buddy.) Bring students back to share their thinking about their TTT connections with the group.

Note to teacher:

After students practice and return to the rug , have them add TEXT TO TEXT criteria to the Initiating Response to Literature Rubric

A set of books that are suggested for second grade in Strategies That Work are *Julius, the baby of the World*, *Chrysanthemum*, *Sheila Rae the Brave* and *Wimberly Worried*, written by Kevin Henkes.

When modeling to students TTT connections you might find it helpful to use post-it notes on the pages of the book that will be used to model. On the post-it notes write down what you want to say.



Response to Literature
Supporting a Claim
Week 3, Lesson 11
2nd Grade

Mini-Lesson Goal:

To help children develop the habit of referring to specific sections of the text by encouraging them to justify and ask one another for evidence of their claims. “**And of course, in our lives we are usually best served by judgment and decisions based not on guesswork or hearsay, but on our own well considered evidence.*”

Routman, *Conversations*.

TEKS: 2.10 (A), 2.10 (C)

Materials Needed:

- *Crow Boy* by Taro Yashima
- Chart Tablet
- Markers

Prior to teaching the Lesson:

Make a claim that requires evidence, i.e. *more girls than boys made honor roll this past grading period*. Discuss with students how they could discover if that statement is true or false. What evidence could they use to prove or disprove that claim? Where would they find such evidence? Guide students to an understanding that report cards for the past grading period would provide evidence needed to support or dispute that claim.

Mini Lesson

Connection:

Tell students that you are going to read *Crow Boy*. After you’ve read the story, ask the students to begin their story discussion with “I think . . . or in the story” statements. Students will give evidence from the book to support their claim. The teacher will make a chart to record their answers.

Teach

Read the whole story. Students will turn to a partner and begin with an “I think” statement. His or her partner will ask, “Where in the text did you find that?”



Response to Literature
Supporting a Claim
Week 3, Lesson 11
2nd Grade

Active Involvement:

Teacher will ask for volunteers and record two responses on the chart paper.

Ex:

Page	I think...	Where in the text

Link:

Have the students complete the rest of the chart working with their partner to practice supporting a claim based on evidence found in the text.

Possible Notes to the Teacher:

Teacher will facilitate students' understanding by circulating the room to support students in their completing of the chart.

Follow Up:

As students make claims in other content areas or with other texts, encourage them to cite evidence from their texts to support their claims.



Responding to Literature
Dramatization
Week3, Lesson 12
2nd Grade

Mini-Lesson Goal:

The student will work productively, resourcefully and independently in a dramatic setting. The students will elaborate on various aspects of text that interest them.

Reader's Theater is a meaningful extension activity which encourages rereading, builds fluency, and aids comprehension through repetition and actual dramatization.

TEKS: 2.3D

Materials Needed:

- Alexander and the Horrible, Terrible, No Good, Very Bad Day by Judith Viorst or another book with a lot of action or dialogue
- Student notebook

Before the Lesson:

Read Alexander and the Horrible, Terrible, No Good, Very Bad Day

Discuss the importance of using student's generated scripts rather than to work from professionally prepared ones; the goal is to identify important information and rewrite it as their own personal drama. As they practice reading with expression, they will learn about interpretation and develop ownership of the presentation. .

Mini Lesson:

Connection:

Reader's Theater gives students a chance to practice oral reading, comprehension skills, develops positive attitudes toward reading, and examines the differences between two genres – narrative texts and plays.

Teach

- Read the book to the students.
- Help students decide which parts of the book should be turned into dialogue and which need to be recited by a narrator.
- Demonstrate how to turn text into dialogue through modeling the conversations in the text by showing them how to add or delete emotions or actions connected with the characters.
- Students work in small groups to create their own scripts. You may use different books for the groups when allowing students to develop their scripts.



**Responding to Literature
Dramatization
Week 3, Lesson 12
2nd Grade**

Active Involvement

- Students divide parts in the story among themselves and practice reading. They do not need to memorize their lines. Allow students to audition for character parts in the play.
- Time will be given to students to revise scripts and gather props for a final presentation.
- Students meet at Gathering Spot and give the opportunity to each group to present their script before the class.

Note to Teacher:

After students practice and return to the rug have them add dramatization criteria to the initiated Response to Literature Rubric. This lesson will require 3-4 days to complete

Link

Over a period of several days, the book is reread enough times so that each student has a chance to play a character. Reading a story again and again aids oral fluency and develops comprehension as well in a fun and meaningful way.



Response to Literature
Text-to-World Connections
Week 4 , Lesson 13
2nd Grade

Mini Lesson Goal: Students will understand and comprehend text more effectively through the use of Text-to-World connections.

TEKS: 2.10 (A), 2:13 (A) (B), 2.14 (A)

Materials Needed:

- Chart
- Markers
- Set of books that have previously read to students.

Mini Lesson:

Gather students at the gathering spot. Explain to students that “Good Readers” look at things through other people’s eyes as if we were that person and we also think about what we already know about the topic or person we are reading. Explain to students that making TTW connections will help them understand and comprehend a text more effectively and what they already know will change because of what they read.

On top of a chart write Text-to-World (a graphic organizer such as an arrow from a book to a globe will be useful in helping students organize their TTW connections.) Reread a familiar text and model to students a TTW connection by stopping and thinking aloud.

“I know about _____. It is something that _____.”

“When I read the part about _____ it reminds me of _____.”

Write your connection on the chart and put your name next to it. As students make their own TTW connections, write them on the chart and put their name beside it.

Active Involvement: Send students off to Independent Reading remind them to make TTW connections as they read. Remind them to think about how the text they are reading reminds them of something that they know and how it will help them understand the story better and learn more about the topic they are reading.

Bring students back to gathering spot and allow them to share their TTW connections they made during Independent Reading.

Note To Teacher:

After students practice and return to the rug , have them add TEXT TO WORLD criteria to the Initiating Response to Literature Rubric

When modeling to students TTW connections you might find it helpful to use post it notes on the pages of the book that will be used to model. On the post it notes write down what you want to say.



**Response to Literature
Celebration
Week 4, Lesson 15
2nd Grade**

Mini – Lesson Goal:

Sharing a student’s published work in a special way helps students see the purpose for writing and celebrating the process and effort needed to bring a piece to publication.

TEKS: 2.3 (A),(C),(D)

Materials Needed:

- Student published pieces

Mini Lesson

Connection:

Explain to students that they’ll be sharing their writing with classmates to celebrate the completion of their writing.

Teach:

Remind students the importance of being good listeners and giving a respectful, positive response.

Active Involvement:

Have some students take turns reading their published piece to another student, offering a positive, respectful response to the author. After allowing students several opportunities to share their published piece with each other call students together for closure. Close the celebration by reading aloud a favorite Touchstone or writing by the teacher.

Note to the Teacher:

There are many ways to celebrate the publishing of student work. It can be as simple as students sharing their work with each other or as complex as inviting parents to an Author’s Night.



**Response to Literature
Scoring Responses
Week 4, Lesson 14
2nd Grade**

Mini Lesson Goal:

Students will use the Response to Literature Rubric to score and revise their responses.

TEKS: 2.19 (A)

Materials Needed:

- Chart paper and markers
- Students' written responses

Prior to Teaching the Lesson:

Collect student work of the different writing responses they have made.

Mini Lesson:

- Explain to students that they will use the Response to Literature Rubric to revise and evaluate their work. Discuss the importance of the rubric and how it will be used.
- Key ideas to bring out in the discussions:
Rubrics are used to evaluate the quality of their piece.
The rubric help students become accountable for using what they have learned.
The rubric is a guide as they write and evaluate their pieces.

Teach:


- Tell students we use the rubric created on the criteria of the different responses to literature: Retelling, Summarization Text to self, Accountable Talk, Text to Text, Dramatization, Text to World
- Explain that the rubric will help students to organize, revise and evaluate their work.
- Help students to be specific and purposeful when reflecting what they have learned.

Active Involvement:

Send students to work with a partner to score their responses. All students should take part in the discussions. Allow about 20 minutes for discussion. After, have several partners share their scoring and revisions that they will work on to improve their writing.

Note to Teacher: See sample rubric on the following page.



Student most of the time:	Student often :	Student some of the time:	Student rarely :
<p><u>Summarizing:</u> -creates a summary that includes beginning, middle and end -main characters -setting -problem and solution</p>	<p><u>Summarizing:</u> -creates a summary that includes beginning, middle and end -main characters -setting -problem and</p>	<p><u>Summarizing:</u> -creates a summary that includes beginning, middle and end -main characters -setting -problem and solution</p>	<p><u>Summarizing:</u> -creates a summary that includes beginning, middle and end -main characters -setting -problem and solution</p>
<p><u>Text to Self:</u> -connects the story to his/her own life -connects life to story in response notebook through drawing and/or writing</p>	<p><u>Text to Self:</u> -connects the story to his/her own life -connects life to story in response notebook through drawing and/or writing</p>	<p><u>Text to Self:</u> -connects the story to his/her own life -connects life to story in response notebook through drawing and/or writing</p>	<p><u>Text to Self:</u> -connects the story to his/her own life -connects life to story in response notebook through drawing and/or writing</p>
<p><u>Dramatization</u> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm</p>	<p><u>Dramatization</u> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm</p>	<p><u>Dramatization</u> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm</p>	<p><u>Dramatization</u> -Plans own part -Understands the movements if front of group; - Maintains eye contact -Language clear and delivered with enthusiasm</p>
<p><u>Text to World</u> -look at information through other people's eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing.</p>	<p><u>Text to World</u> -look at information through other people's eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing.</p>	<p><u>Text to World</u> -look at information through other people's eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing.</p>	<p><u>Text to World</u> -look at information through other people's eyes as if she he/ were that person -make a connection by using what they know about the topic and develop a better understanding. -response in their notebook through drawing and/or writing.</p>
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