

Beginning Literacy

Teaching plan for 2nd grade (age 7-8)

Text: *Aren't I Handsome?* By Mario Ramos

All assignments, playing boards etc. are to find in this document.

<p>Literacy aims</p> <ul style="list-style-type: none"> To increase vocabulary focusing on words that describe persons and personality. To enhance pupils' skills in telling a story and engaging in dialogues. For pupils to know the following concepts: setting, main character, secondary character, and storyline. For pupils to gain skills in retelling a story by creating a storyline to display on a sheet of paper as a 'story road'. To exercise vocal reading and recitation. <p>Evaluation/Assessment (page 34-35)</p> <ul style="list-style-type: none"> Student evaluation: the pupils evaluate their own performance in work stations. Teacher evaluation: the teacher uses a checklist to evaluate the work of the pupils in retelling and making the 'story road' 	<p>Phase 1 Content of a text. Real text, reading aloud, summarising and shared reading</p> <p>The book is shown to the pupils and the teacher leads them into predicting the story from the cover of the book.</p> <p><u>First reading:</u> The book is read for the pupils. The following concepts are explained and discussed: main character, secondary character and storyline. Also discussion about who is the main character and who can be the secondary characters.</p> <p><u>Word awareness:</u> The teacher draws the pupils' attention to the words that describe the characters' appearance and traits, and discusses their meaning, e.g.: handsome, ravishing, marvellous, resplendent, dreadful, pale (document 2, page 5).</p> <p><u>Second reading:</u> The teacher reads and the pupils listen for the words discussed before, and wave their hand when they recognise them. The teacher goes deeper into the story and discusses different impressions children may get from the text, e.g.: What is the smell of the forest like? Is it dark or light around us? Are we aware of some small animals moving around? Do we hear birds singing or frogs croaking? Is anybody afraid of the wolf? More aspects of the content are discussed, focusing on the pupils impressions and ideas.</p> <p><u>Choral reading – recitation:</u> The teacher acts as the storyteller, the first half of the pupils group recites the wolf, and the second half recites the rest of the characters in the story. The teacher raises cards to indicate who is supposed to read each time (document 1, page 4).</p>
<p>Phase 2 Analytic and synthetic phonic tasks.</p> <p>Working with a keyword - handsome (document 3, page 6)</p> <p>Discussion about the story's message. The wolf is a bit boastful, isn't he? Do you know more words about his behavior? (arrogant, self-centered...) Are these words positive or negative?</p> <p>Do we know any positive words about what he is like? proud? happy? pleased? satisfied? delighted?</p>	<p>Phase 3 Composing text</p> <p>The teacher leads a discussion about the story's setting and storyline, asking questions such as: Where does the story take place? Could it take place in Akureyri? Or in Síðuskóli? After that, the teacher shows examples of various books with pictures and discusses similar issues to prepare the pupils for creating their own 'story road' displayed on a sheet of paper.</p> <p>The teacher demonstrates a 'story road' from the story to scaffold pupils' work on a 'story road' on their own. He/she focuses on the vocabulary from the</p>

<p>Nobody can do everything but everybody can do something ☺</p> <p>What am I good at? What do I do well? What do I like to do?</p> <p>Pupils discuss the theme and make a list of either what they themselves are good at or what they think the secondary characters are good at or like. Talking, drawing pictures or writing words/sentences.</p> <p>Work stations: Pair or group work, different activities at the same time (document 4, page 7)</p>	<p>first and second phase to show how pupils could use that vocabulary to construct their own story, possibly by stepping out of the original text. Discussion about the setup of a story; persons, surroundings /environment, events, problems, problemsolving and end.</p> <p>‘Story road’: The pupils work on a ‘story road’ individually or in pairs. They start with an A3 sheet and decide either to retell the story about the arrogant wolf or compose a new story built on their own ideas and display that story in a ‘story road’</p> <p>When the ‘story road’ is ready, they retell their own story in small groups and one pupil in the group record the storytelling on a tablet computer.</p> <p>Extra task/project for those how want more:</p> <p><i>My own fairytale wood.</i> The pupils get the opportunity to browse books or the internet for pictures or words regarding fairytales, adventures and woods. They are given the following words to search for: amazing photos in the world, amazing pictures of fairytale forests, my own fairytale...They write down all the words they can think of when seeing the pictures and are encouraged to brainstorm about different environments and surroundings. Their words are then put on the wall. In the end, the pupils pick some words from the wall and make a picture or a description of their own fairytale wood.</p>
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Aren't I Handsome?– documents with the teaching plan

This page is only for the teachers

What is needed:

In phase 1

Books

Cards to use in coral reading (the storyteller, the wolf, other persons)

List of words for word awareness

In phase 2

Working with key words:

Letters of different sorts and forms

Group work- what is needed

1. station: Books - 2-3 copies. Coral reading cards; the storyteller, the wolf, other persons.
2. station: Pictures from the book.
3. station: Words to pick, read and act.
4. station: Bingo. Words and sentences.
5. station: Give and take.
6. station: Spelling. Words.
7. station: Reading. Different books and fairytales
8. station: words to put in the right order – making sentences.

In phase 3

A3 sheets, books and pictures. Tablets or computers.

Assessment

Self assessment – work stations

Rubrics for the teachers to assess the storyline/story road and retelling work.

Document 1 – cards for coral reading

Thick paper – piece of wood

Storyteller

The wolf

Other persons

Document 2 – words for word awareness

Pick 5-10 words that shows up all over. The rest of the words are discussed here and there.

This page is only for the teachers

Words that describe persons

ravishing

pretty

handsome

most charming

marvellous

shine like a thousand stars

shine

dazzle

resplendent

radiate

light up

a marvel

jubilant

dreadful

a star of the wood

on top form

pale

look well

beautiful

Words that describe expression:

trumpet

boasts

sings

demand

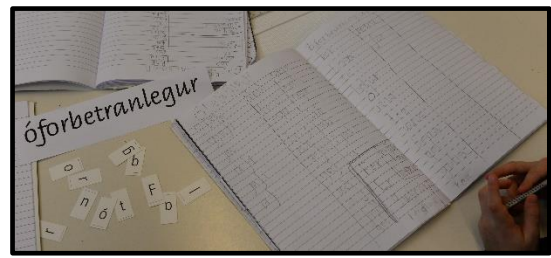
asks

shorus

shouts

Document 3 – working with key words

This page is only for the teachers



Key word:

handsome h-and-some

- The teachers presents the keyword – handsome – chosen for this lesson plan.
- The meaning of the keyword are explained and the analytic activities based on the word are introduced.
- Three difficulty levels, taking account of the children's individual needs and prior knowledge. Examples of activities are:
 - pupils put separate letters in order to create the keyword and then write it in their books
 - pupils find words within the keyword and make new words by rearranging letters, and write the words in their books
 - pupils find related words, synonyms or similar words, e.g. by adding different stems to the same prefixes or suffixes
 - pupils classify words based on their own ideas
 - pupils make word collections to display on a wall.

Different letters available for the pupils.

Document 4 - Work stations

Pair or group work, different activities at the same time – Analytic and synthetic activities.

This page is only for the teachers

Pupils chose workstation and work in pairs or threes and mark on assessment sheet when the tasks is complete.

1. Choral reading. Two groups of three at a time on the work station. They read the book as shown in phase 1. One reads as the wolf, the next as the other persons and the third as the storyteller. The pupils use cards to help remember their role (document 1). The book Aren't I handsome 3 copies.
2. Pictures and paragraphs from the story (document 5). The pupils arrange the pictures in sequence and then put the paragraphs next to the right picture. If they like, they can write their own paragraphs. Two groups.
3. Drama/acting out word (document 6).
 - a. Pupils draw a word from a word bank and use a gesture to interpret the word. The other pupils try to find out what the word is. Group of 6 – 8 pupils.
4. Bingo (document 7). Words or paragraphs. Pupils can be 4 in a group. Two groups.
5. Give and take (document 8).
6. Spelling. Pupils work in pares. One draws a word from a word bank and the other writes it in his book (document 9)
7. Reading. Pupils choose a book to read , for themselves or they read in pares.
8. Arranging words in sentences. Pupils get cards with single words and arrange in to phrases (document 10).
9. The story in Puppet Pals. Pupils work together in pares or threes and use iPads to retelling the story.

*Document 5 – pictures and paragraphs from the story.
Arrange the pictures in sequence and then put the paragraphs next to the right picture.*









<p><i>‘Mmm! I’m ravishing! I think I’ll go for a little walk so everyone can admire me!’</i></p>	<p><i>He passes Little Red Riding Hood. ‘Oh what a pretty little outfit! Tell me, little strawberry, who is the most handsome, you or I?’ ask the wolf.</i></p>
<p><i>‘There, you see? Children always see the truth. I <u>am</u> the most charming animal of all?’ trumpets the wolf.</i></p>	<p><i>Then he meets the Three Little Pigs. ‘Hey, little ones! Taking a trot in the woods? Tell me, puffing piglets’ demands the wolf, ‘who is the most handsome animal?’</i></p>
<p><i>Then he meets the Seven Dwarfs. ‘Ho ho! You all look dreadful. You should think about taking a rest. Now then’ ask the wolf, ‘do you know – which of us is the most handsome?’</i></p>	<p><i>Next he meets Snow White. ‘Ooh lala! How pale you are. You don’t look well, my child. You should look after yourself. Now then, look carefully and tell me: who is the most handsome creature in the woods?’</i></p>

<p><i>‘Ho ho. Yes of course! Good answer, little one! I am the king of these woods. I am the most beautiful of all! Everyone adores me!’ shouts the wolf.</i></p>	<p><i>Then the wolf meets the little dragon. ‘Oh, hello. What a surprise. Are your mummy and daddy with you?’ checks the wolf, looking around.</i></p>
<p><i>‘Ah ha, perfect, perfect! Tell me, ridiculous little gherkin’ continues the wolf, ‘who is the most handsome beast that you know?’</i></p>	<p><i>‘The most handsome is my daddy, and he is the one who taught me how to breathe fire!’</i></p>
<p><i>‘Now stop asking me your silly questions and go away! I’m playing hide and seek with bird’ says the little dragon.</i></p>	

Document 6 - words to act out

<i>Snow White</i>	<i>beautiful</i>	<i>breath fire</i>	<i>king</i>
<i>pretty</i>	<i>charming</i>	<i>look dreadful</i>	<i>bird</i>
<i>marvellous</i>	<i>shine</i>	<i>pale</i>	<i>big wolf</i>

<i>ravishing</i>	<i>dazzle</i>	<i>shaking</i>	<i>pig</i>
<i>Little Red Riding Hood</i>	<i>dragon</i>	<i>dwarf</i>	<i>tree</i>

Document 7 – Bingo Words

BINGO

<i>handsome</i>	<i>marvellous</i>	<i>pretty</i>
<i>walk</i>	<i>ravishing</i>	<i>shine</i>
<i>dazzle</i>	<i>beautiful</i>	<i>dragon</i>

BINGO

<i>pretty</i>	<i>beautiful</i>	<i>dragon</i>
<i>shine</i>	<i>dazzle</i>	<i>walk</i>
<i>pigs</i>	<i>pale</i>	<i>shaking</i>

BINGO

<i>dazzle</i>	<i>pale</i>	<i>dragon</i>
<i>beautiful</i>	<i>pigs</i>	<i>shaking</i>
<i>marvel</i>	<i>dreadful</i>	<i>shine</i>

BINGO

<i>pigs</i>	<i>dreadful</i>	<i>marvel</i>
<i>handsome</i>	<i>shine</i>	<i>ravishing</i>
<i>pale</i>	<i>marvellous</i>	<i>walk</i>

Bingo - paragraph

<i>After breakfast the wolf puts on his favourite piece of clothing.</i>	<i>I think I'll go for a little walk so everyone can admire me.</i>	<i>Tell me little strawberry, who is the most handsome, you or I ?</i>
<i>I am the most charming animal of all, trumpets the wolf.</i>	<i>I shine and I dazzle.</i>	<i>I light up the woods with my looks.</i>
<i>You all look dreadful. You should take a rest</i>	<i>I am on top form today.</i>	<i>He taught me how to breathe fire.</i>

Bingo – paragraph

<i>Tell me little strawberry, who is the most handsome, you or I?</i>	<i>After breakfast the wolf puts on his favourite piece of clothing.</i>	<i>Children always see the truth.</i>
<i>You shine like a thousand stars.</i>	<i>I light up the woods with my looks.</i>	<i>I shine and I dazzle.</i>
<i>You all look dreadful. You should take a rest</i>	<i>I'm playing hide and seek with bird</i>	<i>Everyone adores me shouts the wolf.</i>



Bingo - paragraph




<i>I think I'll go for a little walk so everyone can admire me.</i>	<i>I am the star of the woods.</i>	<i>He taught me how to breathe fire.</i>
<i>Children always see the truth.</i>	<i>The most handsome is my daddy.</i>	<i>You all look dreadful. You should take a rest.</i>
<i>You shine like a thousand stars.</i>	<i>I'm playing hide and seek with bird</i>	<i>I am on top form today.</i>

Bingo - paragraph

<i>Tell me little strawberry, who is the most handsome, you or I?</i>	<i>Children always see the truth.</i>	<i>I am the most charming animal of all, trumpets the wolf.</i>
<i>I am the star of the woods.</i>	<i>I think I'll go for a little walk so everyone can admire me.</i>	<i>I shine and I dazzle.</i>
<i>Everyone adores me shouts the wolf.</i>	<i>The most handsome is my daddy.</i>	<i>I light up the woods with my looks.</i>

Document 8 – Give and take

 <p>I am the most <u>charming</u> animal of all.</p>	 <p>Oh what a <u>pretty</u> little outfit.</p>	 <p>Who is the most <u>handsome</u>? asks the wolf.</p>
charming	pretty	handsome
charming	pretty	handsome
charming	pretty	handsome

 <p><i>You shine like thousand stars, reply the pigs <u>shaking</u>.</i></p>	 <p><i>The wolf meets the seven <u>dwarfs</u>.</i></p>	 <p><i>The most handsome is my daddy says the little <u>dragon</u>.</i></p>
<i>shaking</i>	<i>dwarfs</i>	<i>dragon</i>
<i>shaking</i>	<i>dwarfs</i>	<i>dragon</i>
<i>shaking</i>	<i>dwarfs</i>	<i>dragon</i>

 <p>I think I'll go for a <u>little walk</u> so everyone can admire me!</p>	 <p>Next he meet <u>Snow White</u>.</p>	 <p>My daddy taught me how to <u>breathe fire</u>.</p>
<p><i>little walk</i></p>	<p><i>Snow White</i></p>	<p><i>breathe fire</i></p>
<p><i>little walk</i></p>	<p><i>Snow White</i></p>	<p><i>breathe fire</i></p>
<p><i>little walk</i></p>	<p><i>Snow White</i></p>	<p><i>breathe fire</i></p>

<i>Picture</i>	<i>Picture</i>	<i>Picture</i>
<i>word</i>	<i>word</i>	<i>word</i>
<i>word</i>	<i>word</i>	<i>word</i>
<i>word</i>	<i>word</i>	<i>word</i>

Document 9 – words and paragraphs for spelling.

<i>handsome</i>	<i>marvellous</i>	<i>ravishing</i>
<i>pretty</i>	<i>walk</i>	<i>shine</i>
<i>dazzle</i>	<i>beautiful</i>	<i>dragon</i>
<i>pigs</i>	<i>pale</i>	<i>shaking</i>
<i>marvel</i>	<i>dreadful</i>	<i>strawberry</i>

<i>After breakfast the wolf puts on his favourite piece of clothing.</i>	<i>I think I'll go for a little walk so everyone can admire me.</i>	<i>Tell me little strawberry, who is the most handsome, you or I?</i>
<i>Children always see the truth.</i>	<i>I am the most charming animal of all, trumpets the wolf.</i>	<i>You shine like a thousand stars.</i>
<i>I shine and I dazzle.</i>	<i>I light up the woods with my looks.</i>	<i>You all look dreadful. You should take a rest.</i>
<i>I am the star of the woods.</i>	<i>I am on top form today.</i>	<i>He taught me how to breathe fire.</i>
<i>I'm playing hide and seek with bird.</i>	<i>The most handsome is my daddy.</i>	<i>Everyone adores me shouts the wolf.</i>

Document 10 – Arranging words in sentences.

<i>After</i>	<i>breakfast</i>	<i>the</i>
<i>wolf</i>	<i>puts</i>	<i>on</i>
<i>his</i>	<i>favourite</i>	<i>piece</i>
<i>of</i>	<i>clothing.</i>	

<i>I</i>	<i>am</i>	<i>the</i>
<i>most</i>	<i>charming</i>	<i>animal</i>
<i>of</i>	<i>all,</i>	<i>trumpets</i>
<i>the</i>	<i>wolf.</i>	

<i>Tell</i>	<i>me</i>	<i>little</i>
<i>strawberry</i>	<i>who</i>	<i>is</i>
<i>the</i>	<i>most</i>	<i>handsome</i>
<i>you</i>	<i>or</i>	<i>I?</i>




<i>The</i>	<i>most</i>	<i>handsome</i>
<i>is</i>	<i>my</i>	<i>daddy</i>
<i>and</i>	<i>he</i>	<i>is</i>
<i>the</i>	<i>one</i>	<i>who</i>
<i>taught</i>	<i>me</i>	<i>how</i>
<i>to</i>	<i>breathe</i>	<i>fire.</i>

Choose tasks. Mark when the tasks is complete.

Names	1. Coral reading	2. Arrange pictures/	3. Drama	4. Bingo	5. Give - take	6. Spelling	7. Reading	8. Words in paragraphs	9. Puppet Pals

Form for assessment

Conversation/Names: _____

Explains and uses	Very well	Quite well	Could practice better
Setting -where and when			
Main character -one or more?			
Secondary characters -who?			
Storyline -what and why?			
<p style="text-align: center;">Two stars and a wish</p> <p>What went well and we are satisfied with</p> <div style="text-align: left;">  </div>			
<p>What went well and we are satisfied with</p> <div style="text-align: left;">  </div>			
<p>Would need to practice a bit more:</p> <div style="text-align: left;">  </div>			