

In the following lesson, students shall demonstrate comprehension of literal meaning through reading, viewing, or listening to nonfiction selections by: Retelling main events or ideas in sequence. In this lesson, students will be able to read, listen, and comprehend a fiction book as well as retell key points in the story in the order they took place. Retelling stories is a great way to tell if your child or students are comprehending the stories they are reading.

Retelling Main Event In Sequence

Grade Level: Second

I. Concepts: Retelling

II. Objectives:

- Students will be able to read, listen and comprehend a fiction book.
- Students will be able to retell the stories key points in the order they happened.

III. Materials:

- The book, Harry and the Lady Next Door, written by Gene Zion.
- At least 20 copies of, Harry and the Lady Next Door for the students.
- At least 20 pieces of writing paper.
- At least 20 copies of the song adapted from "Jennie Jenkins" found in the Wee Sing Fun N Fold songbook.

IV. Procedures:

A. Introduction

1. Begin by telling the students that they are going to be learning and reading about an annoyed dog named Harry.
2. Next, explain to the students that they are going to learn the reason why Harry is annoyed with the lady next door.
3. Briefly explain that they will need to remember the key points in the story.

B. Learning Activities

1. Next, read the first chapter and after that teach them the first verse of the song, and discuss with the students what happened in that chapter. Do that for the rest of the chapters while learning the song.
2. After the book has been read and all of the verses have been sung discuss what happened in the story from start to finish and then sing all the verses of the

song together.

3. After that let the students get together with another student and write their own short story and retell it to one another.

C. Conclusion

1. Conclude by having the students share their experiences retelling their classmates short story.
2. Let students share their stories and have the class retell it,

D. Extension

1. Let students retell other stories in the future.
2. Let students make up other songs with future stories they read.

V. Evaluation

-Students may now write and retell each others stories in their own words.

-Singing the song as many times as they need to understand the story.

"Harry and His Neighbors" (To the tune of "Jennie Jenkins")

Harry loved his neighbors yes he did, yes he did,
Harry loved his neighbors yes he did,
All but one cause she sang so high,
She sang higher than the tooting whistle,
cooin engine, cows a mooin, band a playin', fog horn blowin
ship,
the singin lady next door.

Harry loved his neighbors yes he did, yes he
did, Harry loved his neighbors yes he did,
All but one cause he scared her fun,

Harry loved his neighbors yes he did, yes he did,
Harry loved his neighbors yes he did,
'Cept for one cause she made the band be done.....

Harry loved his neighbors yes he did, yes he
did, Harry loved his neighbors yes he did,
All but one cause in the end he one.....

*Music for "Jennie Jenkins" can be found in the Wee Sing Fun N Folk book (page 14).

In this lesson, students shall interpret and evaluate information on figurative language by reading, listening, and viewing. The objectives for this lesson are for students to understand what similes are and how and why they are used.

Concepts: Figurative Language, Similes

Grade Level: 2

Objectives:

- 1 . Students will understand what similes are.
2. Students will understand how and why they are used.

Materials:

- Simile song
- Quick as a Cricket by Audrey Wood (optional)

Procedure:

- 1 . Begin by asking the students to put their things away and get ready for the next lesson " as quick as a cricket".
2. Ask the students if they have ever heard a statement like "quick as a cricket" before; or how about this one, blue as the sky. Ask students to give any examples that they can think of.
3. Explain to the students that making a comparison like that is a form of figurative language that is called a simile. A simile is a comparison of two unlike objects using the words like or as.
4. After explaining what similes are, now ask if they can think of any. If students are having a hard time, give a few examples such as; quiet as a mouse, sneaky as a cat or loud as a lion. Write the students examples on the board.
5. Tell students that similes are used to make a more vivid picture of what is happening in a story, song or a poem. It is not only used in stories but is also used in regular speaking to show excitement or added drama.
6. Read the book, Quick as a Cricket, to give more examples. After

reading the book talk about the story and the similes that were used in the book.

7. Have students choose a simile and draw a picture to go along with it. Display these for classroom decoration.

Evaluation:

Evaluation will be done when the students are helping the teacher think of their own similes and by having each student choose a simile and drawing a picture to go along with it.

In the following lesson, students will learn what contractions are and some basic rules used in contractions, Students will understand that when doing contractions, you don't change the "first word" and will learn the you do change the "second word".

Lesson: Contractions

Grade Level: 2nd Grade

Concept to be taught: What contractions are and some basic rules

Objectives: 1) Students will learn what contractions are
2) Students will understand that when "doing contractions," you don't change the "first word."
3) Students will learn that it's the "second word" that is changed.

Materials needed:

Chalkboard

Overhead

A copy of the song, "The Contraction Song" (Wilson, 1988) on A large poster (or overhead) Paper and markers (Copies of the song on paper)

Procedure:

- 1) Begin by asking students what they know about contractions. Depending on student's prior knowledge about contractions, the teacher will then know how much to "review" or "explain" about some contractions.
- 2) Explain why we use contractions. Tell the students that they are a "shorter form of 2 words" and they are especially helpful when speaking and are also helpful in writing.

- 3) "Explain the rules" of contractions by the words of the song:
 - a) "I'm the first word; don't change Me." b) "When you change the second word, a shorter word you'll see.
 - c) "Certain letters are taken out one word will remain."
 - d) Explain what an "Apostrophe" is and let students know that it's the apostrophe which will "fill the space" (when a letter is taken out).
- 4) For those students who have never seen a contraction, provide some examples on the chalkboard to give all of them the confidence that they can write them.
- 5) Explain that you have a "neat song" which is FUN and explains the "rules of contractions."
- 6) Introduce the song, explaining that the tune is sung to a song that they already know ("Mary had a little lamb") and after singing the first verse once, invite the students to sing along!
- 7) Ask questions like, "Does the first word ever change?" No!
- 8) Then sing the rest of the song several times emphasizing to the students to listen for "the rules."

Evaluation:

Now have the students write at least 6 contractions to be displayed in the classroom (if they "haven't" done so already). The students will by now have easily ^earned the basics about contractions and have the confidence to write them by learning this simple song!

Note: After hanging their papers on contractions in the room for a week or two, take them down to show their families that they "understand all about contractions." Also, it is at this time that the teacher gives each student a copy of "The Contraction Song" to take home so that the students can "show-off" or teach the song to their families.

Rationale for including music:

Besides the obvious (teaching the rules of contractions), this song will help students easily remember how to do contractions,
Of all that learning can be fun!

Endnote

B. Wilson (1988). Phonics Fun Grade 2 (p 118) Greenboro, North Carolina: Carson^Dellosa Publishing Company, Inc.

The Contraction Song (Tune: Mary had a little lamb)

1. I'm the first word, don't change me!
Don't change me, don't change me.
I'm the first word, don't change me!
Please just let me be

2. When you change the second word, Second word, second word,
When you change the second word, A shorter word you'll see.
3. Certain letters are taken out, Taken out, taken out.
Certain letters are taken out. One word will remain.
4. Apostrophe will fill that space, Fill that space, fill
that space. Apostrophe will fill that space, The rest
will stay the same.
5. Can't and couldn't, isn't, too. Isn't too, isn't, too,
Won't and I've and let's, it's true, Contractions every
one.
6. I'm and she's and you're and he'd, You're and he'd, you're
and he'd, Wouldn't, didn't, we'll and she'd, Good! And now
we're done!