

Lesson Information and Activities		SI Strand(s)						
<p>Lesson Title: <u>Dog and Boy Adventures</u></p> <p>Content Area: <u>English Language Arts</u> Grade Level(s): <u>Second Grade (2nd)</u></p> <p>Unit Description: Guided reading lesson around <i>Henry and Mudge: The First Book</i>. Students will make inferences about the content of the book and the meanings of key vocabulary words. Students will then apply these new words through creating their own sentences, participating in group discussion, and filling out a worksheet.</p> <p>Length of lesson: 1 hour Number of ELs: 2</p> <p>Students</p> <p>1. A 2. AL</p> <p><input type="checkbox"/> ELL, Level: 4 <input type="checkbox"/> ELL, Level:</p> <p><input type="checkbox"/> English Only <input type="checkbox"/> English Only</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%;">Proficiency Levels</td> <td style="width: 25%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> </tr> </table> <p>Program Model: _____</p>		Proficiency Levels			ELs (numbers and/or names)			<div style="border: 1px solid black; width: 40px; height: 20px; margin: auto;"></div>
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Standards and Objectives		<div style="border: 1px solid black; width: 60px; height: 20px; margin: auto;"></div>						
	Language Objectives	English language proficiency standards						
1	Students will be able to talk in a discussion and describe what has happened in the story.	<p>WIDA STANDARD: #2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>						
2	Students will be able to write sentences about what happened to the main characters in the story and what the problem was in the book, incorporating new vocabulary words.							
	Content Objectives	Content Standards						
1	Students will be able to participate in a guided reading of a grade-level text to develop reading fluency and reading with expression.	2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot						

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2		2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.													
3		2.SL.2.1: Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups.													
<p><u>Incorporating all four language domains</u></p> <p>Identify how the language demands of the tasks are related to each language domain.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th></th> <th style="text-align: center;">Written</th> <th style="text-align: center;">Oral</th> </tr> </thead> <tbody> <tr> <td style="background-color: #92d050; text-align: center; vertical-align: middle;">Receptive</td> <td> Reading Read <i>Henry and Mudge The First Book</i> by Cynthia Rylant </td> <td> Listening Listen to key vocabulary explained by the teacher. </td> </tr> <tr> <td style="background-color: #92d050; text-align: center; vertical-align: middle;">Productive</td> <td> Writing Complete worksheet (see last page) </td> <td> Speaking Opportunities to practice key vocabulary with classmates. </td> </tr> </tbody> </table> <p><u>Key language for students</u> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th style="text-align: center;">General academic language</th> <th style="text-align: center;">Language specific to the content area</th> </tr> </thead> <tbody> <tr> <td>Vocab(ulary) words, fluency, expression, general interrogative format (the 5 W's)</td> <td> KEY VOCABULARY: Floppy Cage Bullies Stream Whined Supper Heart </td> </tr> </tbody> </table> <p><u>Key characteristics of teacher talk</u> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p>			Written	Oral	Receptive	Reading Read <i>Henry and Mudge The First Book</i> by Cynthia Rylant	Listening Listen to key vocabulary explained by the teacher.	Productive	Writing Complete worksheet (see last page)	Speaking Opportunities to practice key vocabulary with classmates.	General academic language	Language specific to the content area	Vocab(ulary) words, fluency, expression, general interrogative format (the 5 W's)	KEY VOCABULARY: Floppy Cage Bullies Stream Whined Supper Heart	<div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;">Define</div> <div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;">Apply</div> <div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-top: 10px;">Modify</div>
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<p>Use pictures and accompanying questions as scaffolding for all students to understand the text. Model vocabulary words kinesthetically when possible if meaning is not clear.</p> <p><u>How the lesson will incorporate bilingualism/students' native languages as resources</u></p> <p>Suggestions: Providing EL students with a vocab bank of the vocabulary words in Spanish; stocking classroom with a Spanish-language <i>Henry and Mudge</i> book; welcoming students to provide translations of vocabulary words in other languages</p> <p><u>Materials and Texts</u></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Genre (e.g., narrative)</th> <th>Level</th> <th>Connection to Students (What will this mean to them? How can you make it even more meaningful?)</th> </tr> </thead> <tbody> <tr> <td><i>Henry and Mudge: The First Book</i> by Cynthia Rylant (2 copies one for each child)</td> <td>Narrative</td> <td>Guided Reading Level J</td> <td><i>Henry and Mudge</i> is the first in a series of popular books about a boy and his dog. Students will have the opportunity to relate personally to the text through responding to questions about their own experiences, such as, "Have you ever been so sad before that your heart hurt?"</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)	<i>Henry and Mudge: The First Book</i> by Cynthia Rylant (2 copies one for each child)	Narrative	Guided Reading Level J	<i>Henry and Mudge</i> is the first in a series of popular books about a boy and his dog. Students will have the opportunity to relate personally to the text through responding to questions about their own experiences, such as, "Have you ever been so sad before that your heart hurt?"					Cultivate
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<p>Supplementary Materials and Realia</p> <p>Lined paper, Pencils, Vocab worksheet</p> <p>Suggested: Copy of <i>Henry and Mudge: The First Book</i> in Spanish/other languages</p>				Define												
<p>Estimated Time: 1 hour</p> <p>Language Domains: <input checked="" type="checkbox"/>Reading <input checked="" type="checkbox"/>Writing <input checked="" type="checkbox"/>Listening <input checked="" type="checkbox"/>Speaking</p> <p>Grouping:</p> <p><input checked="" type="checkbox"/>Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input checked="" type="checkbox"/>Whole class</p> <p>Reason for grouping:</p> <p><input type="checkbox"/> First language <input type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p> <p>Preview: Connections to past learning or the larger unit sequence</p> <p>Students are asked about prior knowledge of <i>Henry and Mudge</i> book series.</p> <p>Presentation: Primary activity steps associated with lesson implementation Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students:</p>																

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<p>PROCEDURE:</p> <ul style="list-style-type: none"> • Introduce the students to the book by showing them the cover and say “Today we are going to read the book <i>Henry and Mudge</i>! • Determine and build student’s background knowledge by asking “Have you ever read any of these books before?” • Introduce the students to the objective of the lesson by saying “We will take turns reading the book. Make sure to read with fluency and expression!!” <p>Before Reading:</p> <ul style="list-style-type: none"> • Have the children do a picture walk through the book, start on the front cover and discuss with the students and have them make predictions on what the story will be about. “By looking at the front cover what do you think this story is going to be about? Who do you think Henry is? Mudge?” “What do you think is going to happen in this story?” • Then have the students look at pages 9,17, 28. Have them point out and discuss what they see and what they think will happen in the story. This will help the students make predictions. “Now we are going to take a picture walk. We are going to look at 9, 17, and 28. “What do you think is happening on these pages?” “By looking at those pages do you have any new predictions about what the story is going to happen in the story?” • Introduce the students to vocab they may not have heard before. Read the vocab words and have the students listen for them throughout the story. After you read the vocab words to them once, read each word separately and have them repeat it after you. “In the story we may hear some words that we have not heard before. These words are vocab words. We will talk about them when we read them. The vocab words are Floppy, Cage, Bullies, Stream, Whined, Supper, and Heart. When you hear any of these words put your thumb up. We will talk about them when we are done reading that page.” <p>During Reading:</p> <ul style="list-style-type: none"> • When we get to a vocab word I will have the students say the word, ask them if they know what it means and then explain the meaning of the word if they are unable to do so. This will show me what the students know and if they are able to use context clues and pictures to figure out the meaning of unknown words. • We will stop throughout the story to ask comprehension questions. These questions will help the teacher make sure the students understand what they are reading. Stop on page 9 and ask the students “What did Henry want?” • Stop on page 21 “What did Mudge love about Henry’s room?” • Stop on page 29 “Why is Henry sad?” • Have the students relate the story to their own lives. This will give the students a chance to expand their knowledge about the story. “Have you ever been so sad before that your heart hurt?” 	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 20px;">Define</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 20px;">Modify</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 20px;">Define</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px;">Modify</div>

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<p>After Reading:</p> <ul style="list-style-type: none"> • After finishing the story I will ask the student’s questions about their reactions to the story, such as if they liked it or not. “Did you like the story? Why or why not?” • I will then ask the students more comprehension questions. This will show me if they students are able to recall what happen in the book after reading the whole story. “Before Henry had Mudge what was he afraid of when walking to school?” “How did Mudge get lost?” “What was your favorite part in the story?” “Have you ever wanted something really bad and you finally got?” • I will have the students make up sentences for the vocab words. I will have one student create and say the sentence out loud and then I will have the next student do the same thing. The students will keep switching off until they have created sentences for all the vocab words. This will give the students the opportunity to use the words they have just learned. • I will then have the students fill in a worksheet about the vocab words that they have learned. This worksheet will have a word bank of all the words. There will be sentences missing these vocab words and the students will have to determine where each of these vocab words fit. This will also let the students practice the words that they just learned and in a different way than making up their own sentences. • After we read and discuss what we have read I will have each student write about one of the main characters from the story. They will discuss who the character was and what problem that character faced in the story. They can talk about events that happened to that character and how the character reacted to those events. They can also write about how that character interacted with the other characters. I will tell the students to use vocab words correctly while writing their response. They should write 4 or more sentences. <p>REVIEW/ASSESSMENT: I will review key concepts and vocabulary</p> <ul style="list-style-type: none"> • During the guided reading and after reading I will observe the ELL students’ ability to use the key vocabulary to describe a main character in the story and the problem that this character faced. <p>Assessment</p> <ul style="list-style-type: none"> • The students written responses will be evaluated to determine to the degree to which the students were able to use key vocabulary to write sentences about a main character and the problems they faced in the story. <p><u>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</u></p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;">Apply</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;">Modify</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;">Apply</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;">Apply</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;">Cultivate</div>

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Suggestion: Providing translated work banks or copies of <i>Henry and Mudge</i> in other languages could help foster parental involvement and support, as well as promote biliteracy development.	

Vocab Words

Floppy

Cage

Bullies

Stream

Whined

Supper

Heart

Name: _____

Vocab Review for Henry and Mudge

Heart	Floppy	Stream	Cage
Bully	Supper	Whined	

1. I put my dog in the _____ before I left for school.
2. The _____ was picking on the smallest child in the class.
3. I eat this as the last meal of the day _____.
4. When I did not get my way I _____ to my mom.
5. My dog has very _____ ears.
6. I like to fish in the _____ during the summer.
7. My _____ is pounding in my chest.