

Reading Workshop Lesson Plan

Teacher: 2nd Grade Teacher

Grade/Subject: 2nd grade, Reading

Students: Students are levels H-N. In this class, H-K readers seem to need the most support in integrating phonics and meaning to decode unknown words, as well as fluency. Most of the L-M readers need support in comprehending figurative language, as well as using text evidence to make inferences throughout a story. During a previous read aloud, *Thank you, Mr. Falker*, based on informal observations during turn and talk, all students could benefit from a lesson about figurative language.

Learning Standards: CCSS.ELA-Literacy.RL.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

During this lesson, the class will be asked to re-examine “tricky words” and what they mean, and why authors may use these words to convey meaning in the text.

Materials:

- Post-its
- Pencil
- Notebooks

Structure of the Lesson (15 minutes)

During this lesson, I will bring the class to the carpet with the smart board at the front. I will come back to a book that we read last week, *Thank you, Mr. Falker*, I will re-introduce the concept of tricky words and how tricky words or phrases don’t have literal meaning but represent another meaning (figurative language), and that authors don’t just use these words to trick us but to try to tell us something important about the story. We will re-read a page of the text and I will ask the students to put up their hands to “stop” me when I come to tricky words. (10 minutes)

Students will work with a partner to read the text and identify tricky words in the text and figure out what the words really mean.

Assessment:

I will ask questions of individual students to check and confirm that students are understanding what tricky words are and interpreting them correctly. We will work through any errors as a whole group.

I will check their writing on the Post-its as evidence of understanding during their partner time. The post-its will provide evidence of whether students were able to transfer the teaching of today’s lesson into their partner time.