

Outline-Schedule

Course Title:	Explorers of the Magical Forest of Reading and Writing
Instructor	Paula A Correa
Duration:	6 weeks
Audience:	Second grade students in hybrid settings
Modality:	Hybrid (in-person + digital), student-centered
Platforms:	Schoology, ClassDojo, HMH Into Reading, I-Ready, PebbleGo, Epic Books
Goal	
By the end of the course, second-grade students will have strengthened their reading comprehension through inferences, predictions, and comparisons. They will understand the structure of fictional texts and develop critical thinking and creativity to communicate meaningful ideas.	
Course Objectives	
- Strengthen reading comprehension skills such as inference, prediction, and comparison through fiction stories presented in both digital and in-person contexts. - Foster creative and reflective writing by guiding students in producing original narratives that connect with their emotions, interests, and experiences. - Develop the student's voice as an author and critical reader through authentic activities integrating symbolic play, technology, and collaborative work. - Promote inclusion and active participation using the CECII model (Connect, Explore, Create, Integrate, Innovate), combining in-person learning stations with accessible digital tools. - Integrate hybrid learning as a methodological strategy, alternating engaging virtual activities (videos, games, simulations) with meaningful in-person experiences (dramatization, creation, reflection) to enrich reading comprehension and expression.	
TEKS:	
2.6(E): Make inferences and use evidence to understand the text. 2.9(A/D): Identify characteristics and structures of literary texts. 2.10(A-B): Make personal connections and engage in meaningful discussions. 2.11(A): Plan, develop, and revise drafts in the writing process.	
Date	Actividades / Evaluación / Recursos
Week 1	Connect: Introduction to the magical world and the guiding character (The Fairy of Reading and Writing). Shared reading of a short story to activate prior knowledge. Explore: Guided reading on Schoology with interactive questions. Search for

Topic: Understanding fictional narrative texts. Goal: Identify characters, settings, sequence of events, and the main idea. TEKS: 2.6.A, 2.6.B, 2.6.F	similar stories on PebbleGo. Construct: Create a graphic organizer representing the story structure (beginning, middle, and end), with illustrations. Integrate: Group analysis of the characters' decisions and how they relate to the conflict and resolution. Innovate: Creating an alternative ending using drawings or puppets, followed by group sharing. Assessment: Participation in guided reading, graphic organizer, digital journal, and presentation of the alternative story. Resources: Schoology, HMH Into Reading, PebbleGo, digital journal, paper, crayons, and materials to create puppets.
Week 2 Topic: Inferences and Predictions Goal: Make inferences and predictions based on text clues and prior knowledge. TEKS: 2.6.E	Connect: Riddle game using forest images and sounds. Explore: Paused reading with guided predictions and inference clues. Construct: Create a detective journal with clues found in the story. Integrate: Comparison between initial predictions and actual events in the text. Innovate: Write a new ending for the story and share it with the group. Assessment: Detective journal, digital journal reflection, group discussion participation. Resources: Schoology, HMH Into Reading, clue notebook, images, sounds.
Week 3 Topic: Comparing Stories Goal: Compare and contrast elements of different stories. TEKS: 2.9.D	Connect: Shared reading of two magical stories. Explore: Use of a Venn diagram to analyze similarities and differences. Construct: Create a visual comparative presentation of both stories. Integrate: Group discussion about preferences and analysis of the authors' styles. Innovate: Design of a new character that combines elements from both stories. Assessment: Venn diagram, comparative digital journal entry, and presentation of the new character. Resources: Schoology, selected stories, paper, markers, digital journal.
Week 4 Topic: Use of Graphic Organizers. Goal: Use graphic organizers to support reading comprehension. TEKS:	Connect: Exploration and classification of different types of graphic organizers (mind maps, timelines). Explore: Use of organizers during the reading of a short story. Construct: Create a mind map based on the story read. Integrate: Sharing and discussion of organizers in small groups. Innovate: Design of an original organizer applied to a freely chosen story. Assessment: Mind map, visual journal entry, participation in group sharing. Resources: Schoology, printed stories, blank paper, markers, journal.

Cross-curricular support	
Week 5 Topic: Writing Narratives Goal: Produce narratives with a coherent structure (beginning, middle, and end). TEKS: 2.11.A, 2.11.B	Connect: Reading model stories with a clear structure. Explore: Analysis of story elements in pairs. Construct: Drafting an original story. Integrate: Peer review with constructive feedback. Innovate: Publishing the story on a classroom display or through an oral presentation. Assessment: Writing process, final story, and presentation to the community. Resources: Schoology, sample stories, writing templates, journal.
Week 6 Topic: Learning How to Learn (Metacognition) Goal: Reflect on the reading and writing process and set new learning goals. TEKS: Cross-curricular	Connect: Create a reading timeline reflecting the course journey. Explore: Rereading favorite stories and guided reflection on key learnings. Construct: Final journal entry with key takeaways or a “magic backpack” of achievements. Integrate: Group activity: “What I learned, what I want to keep learning.” Innovate: Creative or theatrical presentation of a reading character created by the student. Assessment: Reading timeline, final journal entry, reflective presentation. Resources: Schoology, printed templates, digital journal, creative materials.