

# Lesson Plan - Reader's Workshop

## March 9 - March 13, 2020

TEK:

110.4 English, Language Arts, Grade 2

(b) Knowledge and Skills

(3) Developing and sustaining foundational language skills.

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

(10) Author's Purpose

(D) discuss the use of descriptive, literal, and figurative language;

**Essential Question:**

How can I use my knowledge of figurative language to identify the difference between hyperboles, similes, and idioms?

**Monday 3/9**

**Warm Up:**

PATTERNS OF POWER - Subject-Verb Chomp

Focus Phrase: "I use a noun and a verb in my sentences."

Sentences:

- 1) Dragonflies swoop.
- 2) Bats fly. Sit.

\*Emphasis on how one subject and one verb is all that is needed to create a sentence. I will also point out that for the second one "sit" is not a complete sentence. Students will offer examples for correcting this sentence.

**Mini Lesson:**

Today we will practice identifying idioms, which An idiom is an expression where the meaning is not the same as the literal meaning of the words.

We will then listen to Parts by Ted

Arnold:<https://www.youtube.com/watch?v=hLDBgg9UK5w>. This video is a read aloud about a boy who thinks his body is falling apart.

We will then do an Idiom practice sheet. Students will practice identifying the meaning of the expression separate from its literal meaning.

**Informal Assessment/Closing:**

Informal check-for-understanding from the idiom practice sheet.

**Tuesday 3/10****Warm Up:**

Subject-Verb Agreement Check-In #3

**Mini Lesson:**

Read Aloud - Come On Rain! I will read this book to students and direct them to look for similes, something that compares two things using "like" or "as", as I read. I will take pauses to discuss some of the similes.

Simile book - This booklet has a simile (ex: "busy as a bee", "white like a ghost") and a space underneath for students to write the meaning of it.

**Informal Assessment/Closing:**

Informal check-for-understanding during the read aloud and their work in the simile book.

**Wednesday 3/11****Warm Up:**

PATTERNS OF POWER - Subject and Verb Plus One

Focus Phrase: "I use a noun and a verb in my sentences."

Sentences:

- 1) Her stomach hurts.
- 2) His ears throb.

\*Emphasis on what needs to be taken away to not make this a sentence.

**Mini Lesson:**

Today we will look at hyperboles, which are exaggerations. They will complete a hyperbole puzzle, which will give students one phrase or picture and they will have to look for its pair. For example, "I cried so much a lake formed" will match with a picture of a boy crying.

**Informal Assessment/Closing:**

Informal check-for-understanding with the Hyperbole Puzzle.

**Thursday 3/12**

**Warm Up:**

PATTERNS OF POWER - More Than Anything

Focus Phrase: "I use a noun and a verb in my sentences."

Sentences:

- 1) More than anything, Audrey wanted to be a ballerina.
- 2) More than anything, Ms. Fahey wants to own a pet fox.
- 3) More than anything...

\*The third sentence will be composed by the students. They will tell me something they want more than anything, following the rule of a subject and a verb for their sentence. I will then challenge all of them to write more as we go through the day and add them to the anchor chart with a sticky note.

**Mini Lesson:**

Figurative Language Check-in.

**Informal Assessment/Closing:**

The check-in will be an informal assessment of the students' understanding of figurative language.

**Friday 3/13**

**No School**