

“Books to Treasure” Lesson Plan

Grade Level: 2 Quarter: 2 Curriculum Focus: Language Arts Time Period: 1 hour

Developed by: Christine Roberts

Brief Abstract: Students will listen to the book *Zinnia and Dot* by Lisa Campbell Ernst. Students will retell the story by sequencing the story events and identifying the appropriate illustration that accompanies each part of the story’s text.

Desired Result	After listening to the story, students will be able to retell the story in the correct sequence and determine the illustration that correctly depicts the written summary.			
Standard/Benchmarks	Standard I.5: Comprehension/Critical Literacy – The student will interact with words and concepts in a text to construct an appropriate meaning. a) Summary and Generalization – a. Retell or act out narrative text by identifying sort elements and sequencing events. Standard III.1: The student will listen for information and pleasure. Standard IV.2.1 – Make connections between illustrations and print.			
Instructional Strategies	Students will work in cooperative groups to identify the story sequence and the correct illustration that accompanies each summarized story section.			
Multiple Intelligence and Bloom’s	Logical/Mathematical, Linguistic, Spatial Analysis, Application, Knowledge, Comprehension,			
Special Vocabulary	Summary Sequence	Illustration		
Inclusion (connect to learner’s past knowledge)	Students will discuss their favorite story by retelling the beginning, middle, and end in sequential order. Students will discuss how the illustrations help or hinder the meaning of the written text.			
Student Arrangement	Whole group will listen to story. Small groups will work on sequencing the written story summaries and selecting the correct illustration that accompanies the written text.			
Procedures	<ol style="list-style-type: none"> 1)Teacher will review the vocabulary words. Attached cards contain written summaries of the story and corresponding illustrations for student group use. 2)Teacher will read the story <i>Zinnia and Dot</i> to students. Asking students to listen to the story’s sequence of events as well as the details of the illustration that accompanies the text. 3)Students will be divided into five groups. Each group will receive a set of cards that have written story summaries and accompanying illustrations. 4)Students will sequence the text as they remember hearing it. 5)Students will match the corresponding illustration next to the sequenced story cards. 6)Each student group will report their story sequence to the other groups. 			
Lesson Strategies	To develop student’s ability to listen and comprehend story details. In addition, students will learn the connection between illustrations and text when evaluating the story’s meaning.			
Assessment	Each student group will use another book to write story summaries and sequence the story.			
Supplemental Books	<i>Bubba and Trixie</i> by Lisa Campbell Ernst			