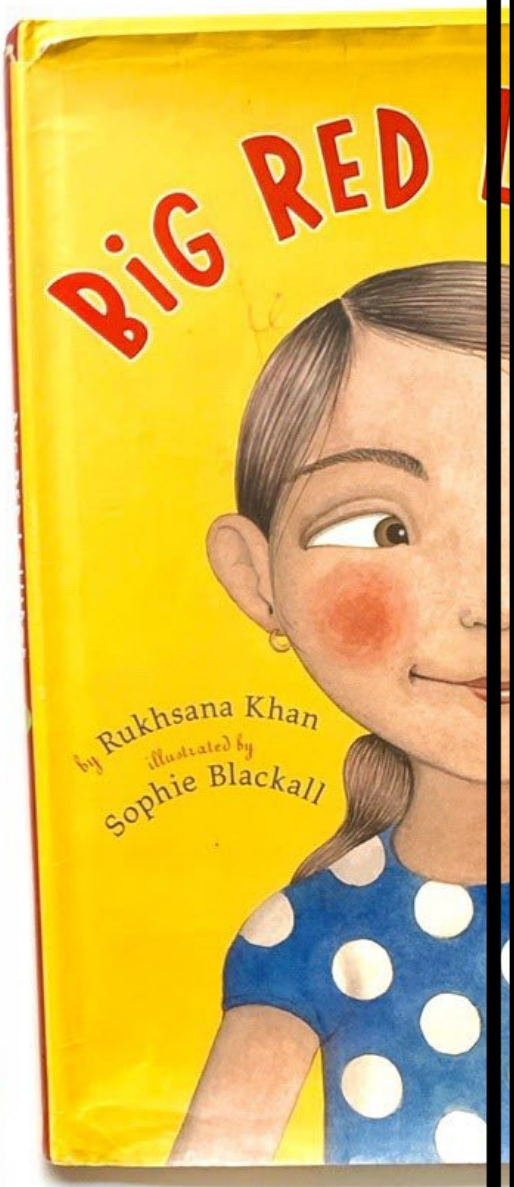
2nd GRADE
RL.2.5





MENTOR TEXTS

story structure

MagiCORE

MENTOR TEXTS

story structure

Table of Contents

1. Pedagogy Behind the Curriculum (2 pgs.)
2. Lesson Prep Instructions
3. Sticky Note Template
4. Lessons Plans: *Big Red Lollipop, The Boy Who Harnessed the Wind, Miss Rumphius*
5. Words & Phrases Anchor Chart
6. Words & Phrases Student Journal Page
7. Words & Phrases Student Sticky Note Questions
8. Words & Phrases Sticky Note Rubric
9. *Big Red Lollipop* Sticky Note Questions
10. *The Boy Who Harnessed the Wind* Sticky Note Questions
11. *Miss Rumphius* Sticky Note Questions
12. Three Options for Foldables and Organizers
13. Character Toppers

PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.

I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my "Mentor Standards" unit.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

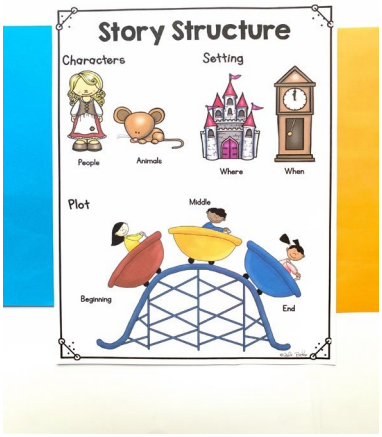
- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

PEDAGOGY

Unit Components

Anchor Charts

Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-sized anchor charts are available for students to keep in their reading notebooks for reference.



Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.

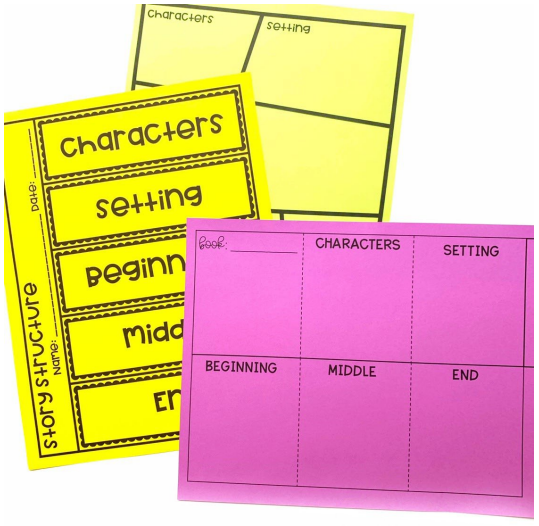


Student Work Pages

Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand areas they need to improve.



Interactive Flipbooks

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.

LESSON PREP

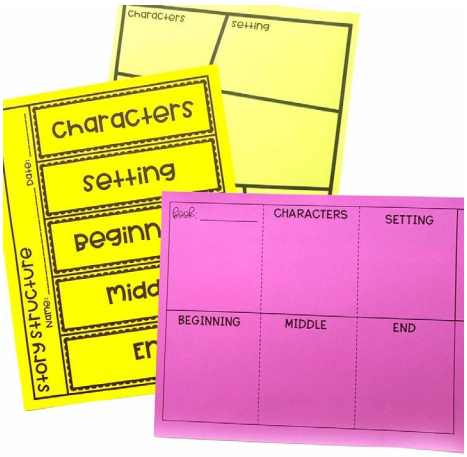
materials:

- Books: *Big Red Lollipop* by Rukhsana Khan, *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer, and *Miss Rumphius* by Barbara Cooney
- Sticky notes
- Prepared anchor chart
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages

prep:

1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the "Story Structure" anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages. If you would like this to fit in composition notebooks, reduce the size to 80%.
4. Print the "Sticky Note Template" page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.







LESSON PLANS Story Structure

FOCUS:

Describe the structure of a story.

Standard:

RL.2.5: Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

Day 1

I DO:

Opening: Show students the "Story Structure" anchor chart. Referring to the chart, explain that stories typically follow a set structure with characters, setting, and often follow a sequential order with a beginning, middle, and end. The problem and solution are part of the events in the beginning, middle, and end.

Model: The book we are reading today, Big Red Lollipop by Rukhsana Khan, *is a story based on the author's childhood.* Show students the cover of the book. Tell students that this story is a true story about the author when she was a little girl. Ask students to share their predictions about the characters, setting, problem, and solution.

Read the story through, stopping to ask and answer the sticky note questions.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- Why is it important to pay attention to the story structure when we read? *(Identifying the characters, setting, and major events helps us monitor our comprehension and gain meaning from what we read.)*

Day 2

Guided Practice:

Opening: Review the "Story Structure" anchor chart.

Guided Practice: Show students the cover of *The Boy Who Harnessed the Wind.* The book we are reading today, *The Boy Who Harnessed the Wind* by William Kamwamba, is a story about an important event in the author's life. Ask students to make predictions about the characters, setting, and plot while flipping through the pages.

Read the book, stopping at indicated spots to ask questions and allow for student discussion about the characters, setting, and events. Have students turn and talk about their answers, then record their responses on sticky notes. Then, students can put their sticky notes on their anchor chart template. For each question, select one person to share his or her response. Reread portions of the text when needed to model going back into the text.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- Why is it important to pay attention to the story structure when we read? *(Identifying the characters, setting, and major events helps us monitor our comprehension and gain meaning from what we read.)*
- Ask a volunteer to orally outline the events in a book they read, or a story everyone is familiar with.

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STORY STRUCTURE

TEXT: _____

STORY STRUCTURE

Who are the main CHARACTERS?

_____

_____

_____

_____

_____

SETTING



BEGINNING



STORY STRUCTURE

What are the events in the MIDDLE?

_____

_____

_____

_____

_____

_____

STORY STRUCTURE

What are the events in the END?

_____

_____

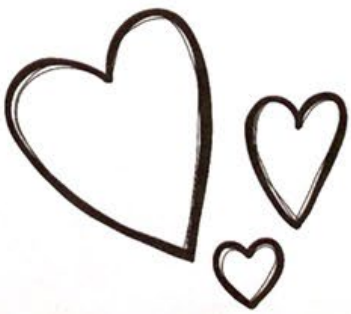
_____

_____

_____

_____

THEME



STORY STRUCTURE

I can identify the characters and setting.	
I can identify the important events in the beginning.	
I can identify the important events in the middle.	
I can identify the important events in the end.	


Big Red
Characters
setting
Beginning
middle
date
ucture
me



Characters

setting

Beginning

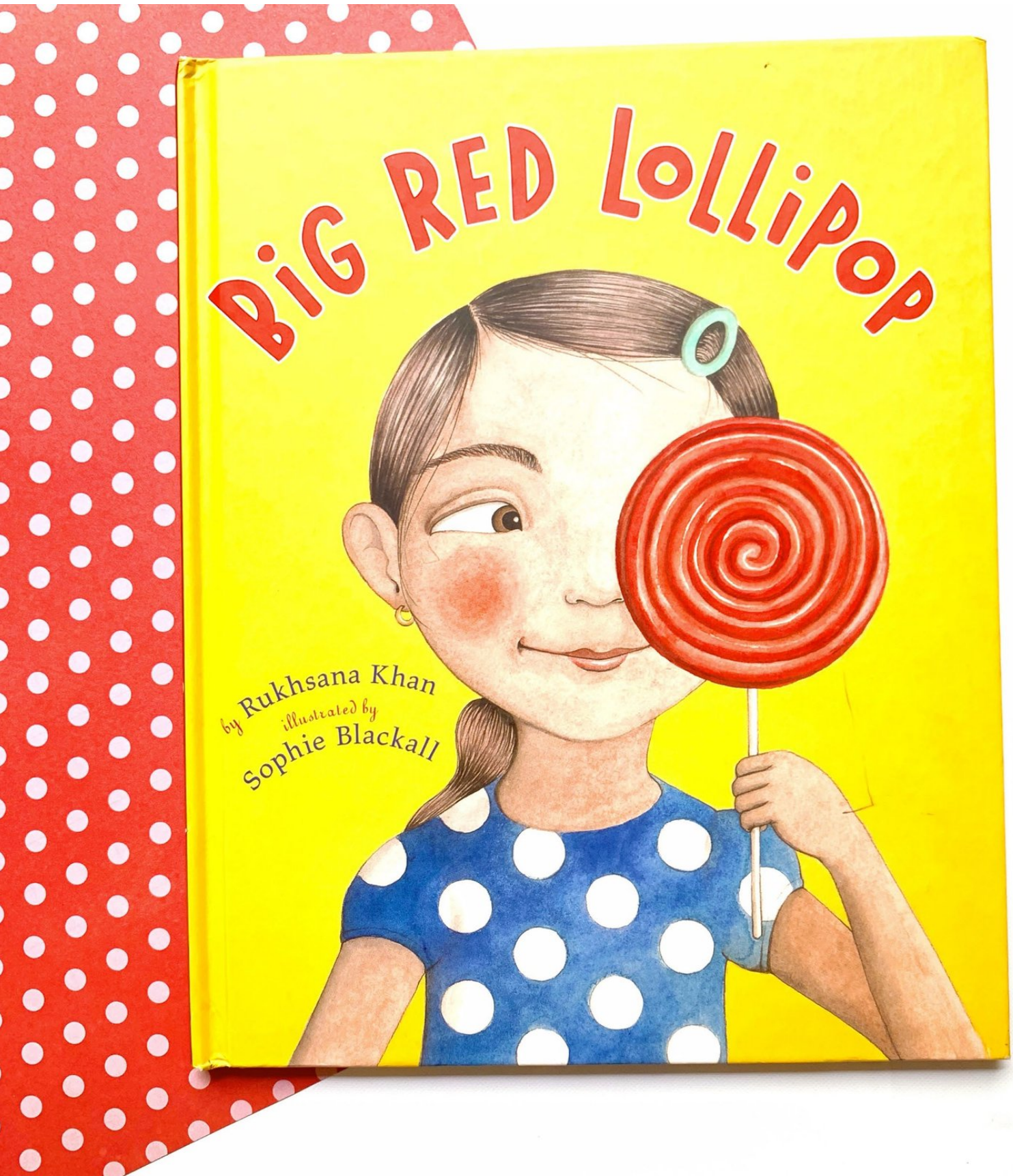
Middle

End




Story and Pictures by Barbara
Book: Miss Rumphius

The Big Red Lollipop
by Rukhsana Khan



STORY STRUCTURE: *The Big Red Lollipop*

DISCUSSIONS: BEFORE

The first story in our story structure unit is called Big Red Lollipop by Rukhsana Khan. Before we read, let's make some predictions.

1. Who might the main character be? What can we infer about her?

- *The little girl on the cover is probably the main character. She looks happy to have a lollipop.*

2. What might the setting be? (Flip through the book)

- This story is probably in present time because they are wearing modern clothes. It looks like the story takes place at the little girl's house.

3. What can you predict about the plot and problem?

- I predict the main character gets into a fight with her sister about the lollipop. I see illustrations where she looks mad and is holding the lollipop.

QUESTIONS: PAGE 5

1. Who is the main character?

- The little girl

2. What do we know about her?

- She is excited to be invited to a birthday party, but upset her sister Sana wants to go.

QUESTIONS: PAGE 7

1. Let's review the events that happened thus far.

- *The main character gets invited to a birthday party.*
- *Her little sister, Sana wants to go and her Ami insists she take her.*

2. What is the problem?

- *The main character does not want to take her little sister to her friend's birthday party.*

QUESTIONS: PAGE 11

1. What happens next?

- *The main character is embarrassed by her sister's behavior at the party.*
- *The girls both get treat bags, and the main character decides to save her lollipop.*

2. What do you predict may happen next?

- *Sana may eat her sister's lollipop.*

QUESTIONS: PAGE 15

1. What happens next?

- *Sana ate her sister's lollipop.*

2. How does this event contribute to the problem?

- *Now, the girl is even more angry at her sister, Sana.*

QUESTIONS: PAGE 19

1. What happened now?

- *Rubina gets in trouble with her mother.*

2. How does Rubina feel?

- *She is annoyed that her sister gets away with everything.*

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