

## Lesson Plan

**Lesson:** *Pink and Say*

**Length:** 50 minutes

**Age or Grade Level Intended:** 2<sup>th</sup> grade

### Academic Standard(s):

#### Social Studies:

**English/Language Arts:** 2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when* or cause and effect, such as *because, since, therefore, so*).

**English/Language Arts:** 2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.

### Performance Objective(s):

Given appropriate materials, the student will write a letter that has the date, greeting, body, closing, and signature.

Given a worksheet that has prediction words, the students will match words with similar meaning getting 6 of the 8 correct.

### Assessment:

There will be a check list for the letter to insure that the student has all of the required parts of the letter.

Both the worksheets will be graded to assess the students' ability to predict events in a story.

### Advance Preparation by Teacher:

- Fill a few paper sacks with random items such as a ball, a pencil, or a toy
- Make a worksheet that has the signal words on it and have enough copies for the class
- Get a copy of *Pink and Say*, by Patricia Polacco
- Make enough copies of the predict and infer worksheet

### Procedure:

#### Introduction/Motivation:

Blind fold a few students and have them reach into paper sacks that have mystery items in them. Have them try to guess what is inside. Tell them to feel the object, smell the object, or see if it makes any noises. Make sure they are using their resources to figure out what the object is. After they all make correct guess,

explain to the students how using clues about the object helped to identify it. Tell them how this can relate to using context clues while reading. Explain what predicting is and tell them they are going to be predicting things about a book they are going to be reading. Make sure they understand how context clues can help when making predictions.

### **Step-by-Step Plan:**

- 1) Write these words on the board: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when, because, since, therefore, and so. Go over these words and tell them they are important words to know what is going to happen next in the story. Pass out the worksheet with these words on it (**Bloom's: Analysis**).
- 2) Have the students work individually on part one of the worksheet, giving them about five minutes to complete it. Then go over the answers with the students.
- 3) Next, have them do part two of the worksheet. Read the passage aloud once for the students having the students follow along. When the students have completed part two go over the answers as a class.
- 4) Now pass out the Predict and Infer worksheet. Explain to the students what information would be placed in each column.
- 5) Introduce the book *Pink and Say*; tell them it is a historical fiction book by Patricia Palocco about the Civil War. Explain that you are going to be reading the book aloud and stopping periodically to allow the students to fill in their worksheet.
- 6) Start reading the book. Stop at page five and have the students work with the person next to them and make a prediction on their sheets. Then continue reading when they are finished (**Gardner's: Interpersonal**).
- 7) Stop reading after page nine, but show the students the pictures on pages ten and eleven. Have them make another prediction this time by themselves, maybe about where he was taken. Continue to read stopping at page twenty-three (**Gardner's: Intrapersonal**).
- 8) Have the students predict what is going to happen next. Then go on to finish the book (**Bloom's: Synthesis**).
- 9) Have the students fill out the last column in the chart.
- 10) After the students are done, review with them the format of a letter including the date, greeting, body, conclusion, and signature.
- 11) The students are going to type a letter to Moe Moe Bay from Pink, saying how things are and that he misses her (**Gardner's: Linguistics**)(**Bloom's: Synthesis**).
- 12) When the students have finished their letters they will print them off and sign their name in black ink.

**Closure:** When the letters are finished, have the students fold them to put into an envelope. Tell the students that they are going to go on a field trip later in the week to

mail the letters to their house to see how the mail system works. Have them estimate when they will get their letters.

### **Adaptations/Enrichment:**

#### **Student with Learning disability in reading comprehension**

This student will be given a copy of the book to follow along and also be able to work on the worksheets more after the lesson.

#### **Student with Autism**

This student will have the choice to work alone or with a partner during the partner work.

#### **Student with Gifts and Talents in Creativity**

This student will write a letter using more descriptive words providing more detail.

### **Self-Reflection:**

Did the student do well on the worksheet?

Did they understand what they were doing?

Was the book a little too hard?