Lesson Plan Name: *Mac's Big Wish* Grade 2 – Literacy

Author: Kacie Kennett, M.Ed., Teacher at The Child Center, Eugene, Oregon

Date: 7/6/22	Subject: Reading	Grade: 2

Unit/Standard:	Learning Objective:	Materials Needed:
CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Students will be able to identify and describe the characters in *Mac's Big Wish*.	*Mac's Big Wish* ISBN 9781643883885 Projector Whiteboard & markers Characters & Character traits poster "Mac's Character Traits" worksheet comprised of a sketch of Mac in center, with 5 bubbles around him for students to record character traits, at the bottom there is a sentence frame that states "Mac is _____ because _____."

Introduction/Warm-Up: About ~10 minutes

1. Show students "Character & Character Traits" poster to explain that characters are people, animals, or creatures in a story. Character traits are adjectives we use to describe who the character is.
2. Brainstorm ideas of adjectives to describe who someone is (kind, helpful, funny, playful, etc.) and record them on the whiteboard.
3. Show students the cover of *Mac's Big Wish* and let the students know they will listen to the story while recording character traits for the main character "Mac" on their character trait worksheet.
4. Ask students if they have any questions before listening to the story. (Clarify anything as needed.)
5. Clarify the difference between emotions (temporary feelings) and traits (who the character is inside that is not temporary).

FOREVER FRIEND

Explicit Instruction: ~25 minutes

1. Read *Mac's Big Wish* and pause throughout to discuss the different characters and the character traits Mac possesses.
2. Pause at pg. 6, ask the students what characters on shown. Ask how other characters describe Mac? Record any character traits on the poster to describe Mac.
3. Pause at pg. 11, ask students what other adjectives we could use to describe Mac. Record on the poster up front in the classroom.
4. Pause at pg. 15, ask students about the other characters in story so far. How would you describe the other characters? Are they similar or different from Mac?
5. Pause at pg. 17, ask students how they would describe Mac? Why is he ___? What clues tell you he is ___? (For example, He is <u>hopeful</u> because he imagines in the future, he will be able to go home with his friend Emma).
6. Pause at pg. 43, discuss who Mac is on the inside. What makes him a good friend? Is he kind, friendly, helpful, etc.? Ask students to come up with adjectives to describe Mac and how this makes him a good friend to others. Record the character traits on the poster.

Supported Practice: ~10 minutes

1. Assist students in filling out the bubbles on Mac's character trait worksheet.
2. Work on the character trait worksheet as a whole group until everyone has all 5 bubbles filled in.
3. Ask students how they know Mac is what they've described him as. What details from the story did you use to describe him?

FOREVER FRIEND

Individual Practice: ~10 minutes

1. Ask students to fill in the sentence frame on their worksheet that states
   "Mac is _____ because he _____."
2. Let students know they should use a detail from the story in order to complete the sentence. If they say
   Mac is helpful, they should describe why they know he is helpful using a detail from the story.
    (For example, Mac is <u>loving</u> because he cuddles <u>Emma when she visits him</u>.
   Mac is <u>a good friend</u> because <u>he spends quality time with his new friends at the Care Center</u>.)
3. Walk around and assist as needed. Show students different parts of the story if they need a refresher of
   details.
4. Give students ~10 minutes to complete the sentence and provide a detail. Let students share their
   sentences aloud if they would like.

Differentiation:

Allow for students to work in partner groups to come up with a detail to describe Mac.
Allow for further exploration of Mac by challenging early finishers to draw a picture of a good friend and
describe them in 2-3 sentences.

Assessment:

1. Check the sentences that the students created and the adjectives used to describe Mac. Did they use a
   detail from the story? Did they use the adjectives correctly? Were they engaged in the lesson?
2. Another idea would be to ask them to describe a different character in the story and write a sentence
   using the sentence frame: For example, Emma is kind because she visits Mac at the Pet Rescue.

FOREVER FRIEND

notes

FOREVER FRIEND