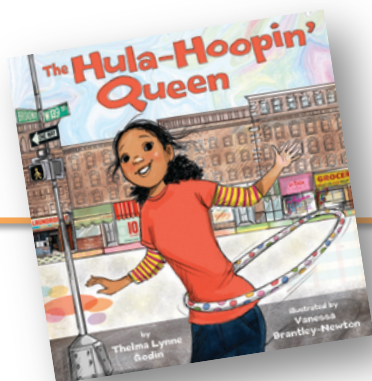


Unit: Building Classroom Community for Second Grade

Lesson 1: What We Like and Participating in a Discussion

Read Aloud: *The Hula-Hoopin' Queen*
written by Thelma Lynne Godin,
illustrated by Vanessa Brantley-Newton



Day 1: Read Aloud to Understand the Book

Before Reading

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *The Hula-Hoopin' Queen* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details and character responses to events and challenges
- Students will follow agreed-on rules for discussion (raising hands, waiting patiently, staying on topic, restating and linking to others' comments, asking clarifying questions)
- Students will participate in a discussion-based game about what they like
- By learning about what one another likes, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

- RL.2.1, RL.2.3
- SL.2.1/1-A/1-B, SL.2.3

NOTE: See the end of this lesson for additional English Language Learner support strategies.

1. Gather your class and explain that you'll be reading aloud and sharing your thoughts about a book. You'll be doing this all year to show them how readers think about books. You'll also be asking them questions to help them practice thinking about books.
2. Remind students that they know to raise their hands to share during a group discussion. Ask them to show you what that looks like. (You'll go into more detail about discussion participation later.)
3. Introduce the book by saying, ***"This book is called The Hula-Hoopin' Queen. A girl named Kameeka wants to be the best in her neighborhood at hula hooping. Let's read to find out what happens."***

During Reading

NOTE: If possible, ask someone to take a few photos of your class during this read aloud or take one yourself. You'll use the photo on Day 2.

1. As you read the first several pages, model noting the key events in the text and characters' responses:
 - ***"Kameeka is ready to go outside and hula hoop, but her mom said she has to help get ready for Miz Adeline's birthday party. Kameeka is mad, but she helps her mom clean anyway."***

- *“Kameeka is busy helping her mom get ready for the party, but she’s also looking out the window and thinking about hula hooping.”*
 - *“Kameeka sets the oven to the wrong temperature. Usually you bake cakes at 350 degrees, not 250 degrees. Her mom is upset that the cake didn’t bake right.”*
2. Intersperse some questions about characters’ actions with your ongoing comments.
 - *“Kameeka takes her hula hoop with her, but then she remembers that she’s ‘on a mission.’ What does that mean? What does she do?”*
 - *“What does Jamara say to Kameeka? What does Kameeka do?”*
 - *“What does Mr. John say? What does Kameeka do?”*
 - *“What does Kameeka do with the doughnut?”*
 - *“What does Miz Adeline do when she hears about Kameeka’s hula hooping?”*

After Reading

1. Ask, *“What does Jamara mean when she says, ‘Kameeka, I know who the real Hula-Hoopin’ Queen of 139th Street is’?”*
2. Explain that you’ll read this book again another day. You’ll talk more about how the characters in the story liked to hula hoop and also about what you like to do.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *The Hula-Hoopin’ Queen*. You’ll also be practicing having a discussion as a class, something you’ll do all year long. You’ll take a minute now to figure out some helpful rules for doing this.
2. Ask your class (or a few select, reliable student actors) to demonstrate a group that is **not** having a productive group discussion. This is a chance to get undesirable behaviors out in the open and laugh about them in a controlled way: calling out, inappropriate noises or movements, eye rolling, daydreaming, etc. Stop the behavior and conclude that the discussion wasn’t very productive!
3. Show your class an enlarged photo from Day 1. Together, label desired behaviors (e.g., sitting up, eyes looking forward, hand raised or in lap, etc.). Add speech balloons and thought balloons with examples of desired participation (e.g., sharing an idea on the topic, listening and thinking about a peer’s response).
4. Say, *“Every time we have a discussion, let’s remember these ideas for participating and listening. Let’s practice while we read and discuss The Hula-Hoopin’ Queen.”*

During Reading

Choose just a few places to stop but encourage a discussion with several exchanges each time you do. Model restating others’ responses, linking comments to others’ responses, and asking clarifying questions. You’ll ask students to practice this in the Extension activity.

Possible discussion points include:

- ***“What is the ‘Hula-Hoopin’ itch?”***
- ***“Why does Kameeka help her mom even though she really wants to go outside and hula hoop?”***
- ***“Are Jamara and Kameeka friends?”***
- ***“What is Kameeka hoping Miz Adeline will say about cake when she says, ‘You don’t really like cake much, do you?’”***
- ***“What makes Miz Adeline say, ‘This was the best birthday party I’ve ever had.’”***

After Reading

1. Compliment specific behaviors you observed.
2. Explain that you have three more important behaviors to add to your picture about discussion participation and listening. Give an example from your discussion of:
 - Restating another’s response (Make the point that this shows you were listening carefully.)
 - Linking your response to another’s response
 - Asking a clarifying question.

Extension

1. Explain that you will play a listening-and-talking game to practice the discussion behaviors you just talked about. In *The Hula-Hoopin’ Queen*, Kameeka loves hula hooping. The questions in the game will be about things you like, which will help you get to know one another as a class.
2. Sit in a circle. Cut out the question strips (available at the end of this lesson plan) and place them in a container. Have the first student choose a question and answer it.

3. Have the next several students roll a die and provide support/modeling for each behavior. Note that not every student will answer the question because sometimes she or he will be restating or asking a question about what the previous student said. Linking to the last comment is fairly straightforward since any answer to the question could be considered a “link,” but encourage making more purposeful connections when possible. (e.g., ***“Deshawn said he likes to play basketball at the park, but when I go to the park, I prefer to skateboard.”***)
4. Move on to a new question at your discretion.
5. If you’d like, print extra sets of questions and make extra dice so you can divide students into small groups to continue playing. Instruct them to sit in a circle, going all the way around rolling a die for one question before choosing a new one.
6. Reconvene and ask the group: ***“What was something you found out you have in common with someone else in our class?”*** Compliment students on the discussion behaviors they demonstrated and ask them to keep practicing during future discussions.
7. Continue to practice whole-group discussions before moving on to Lesson 2.

ELL Support Strategies

- Show students a real hula hoop. (Demonstrate how to use it if you are able!)
- Play the Extension game in small groups and teach specific sentence starters for each target behavior.

BOOK INFORMATION

The Hula-Hoopin' Queen

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RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Second Grade** at

<https://www.leeandlow.com/collections/280>

Learn more about *The Hula-Hoopin' Queen* at

www.leeandlow.com/books/2848



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What do you like to do outside?

What do you like to do on a rainy day?

What do you like to do with your friends?

What do you like to do when you are alone?

What do you like to do in the summer?

What do you like to do in the fall?

What do you like to eat?

What would you like to be the queen or king of in your neighborhood?

Cube template

