

Unit: Building Classroom Community for Second Grade

Lesson 3: Discussing Emotions and Extending Partner Conversations

Read Aloud: *First Day in Grapes* written by L. King Pérez, illustrated by Robert Casilla

Day 1: Read Aloud to Understand the Book

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *First Day in Grapes* 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 apply knowledge of discussion behaviors to partner conversations, beginning to extend conversations through several linked exchanges
- Students will begin to build a common vocabulary for words to describe emotions, noting words, thoughts, and actions that relate to various feelings
- Students will draw and write about sample experiences related to emotions discussed

Common Core Standards

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

NOTE: *First Day in Grapes* is also available in Spanish: *Primer día en las uvas*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

Before Reading

1. Gather your class and compliment their work on having discussions as a group and with partners. Today you will discuss a new book. You'll also focus on a new topic: how the characters in the book are feeling.
2. Ask partners to warm up by turning and talking about all the different feelings words they can brainstorm.
3. Introduce the book by saying, ***"This book is called First Day in Grapes. It's about a boy named Chico whose family moves around a lot because they are farmworkers. They move with the seasons to pick different fruits and vegetables. This story is about starting school in a place where Chico's family picks grapes. Let's read to find out how Chico feels about starting out in a new place again."***

During Reading

1. Explain that readers can often get an idea about how a character is feeling by noticing what he or she says, does, and thinks. These are all clues. As you read the first several pages, model noting what Chico says, does, and thinks to let readers know how he's feeling. Ask a student to restate what you said, link another idea to your comment, or ask a clarifying question.

For instance:

- ***“Chico takes a long time to get out of bed. He complains to his mom that he doesn’t want to go to school. I think he’s feeling nervous. What else does he say that gives us a clue about how he’s feeling?”***
 - ***“Chico thinks John looks friendly, and he’s interested in what he says about Ms. Andrews. I think Chico’s starting to feel more hopeful about his new school. What else does he think about that lets us know how he feels?”***
2. Ask more questions focused on interpreting Chico’s thoughts, words, and actions. Ask some questions to the whole group and sometimes as students talk with partners. Begin to introduce more specific words for emotions if students only share basic vocabulary, such as *happy, sad*, etc. For instance:
- ***“How do you think Chico feels during math? What clues did you use?”*** (Introduce *confident* and/or *capable*.)
 - ***“How do you think Chico feels when Mike grabs his lunch? What clues did you use?”*** (Introduce the idea of feeling two emotions at once, e.g., *scared* and *angry*.)
 - ***“What does Chico do when the boys tease him? How do his feelings change when they start talking about math problems?”***
 - ***“How does Chico feel after school? What clues did you use?”*** (Introduce *accepted, cheerful*, and/or review *hopeful*.)

After Reading

1. Ask questions to retell the key events of the story (e.g., ***“What happens first? What happens next?”***, etc.) For each event mentioned, ask how Chico feels.
2. Explain that you’ll read this book again another day. You’ll talk more about words, thoughts, and actions that go with different feelings.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *First Day in Grapes*. As you read, you’ll be working on a list of feelings words and clues.
2. Show students a two-column list on chart paper titled “Feelings Words” and “Clues.” Write “happy” (or another basic emotion) on one side. Ask partners to discuss examples of what a person might do, say, and/or think if she or he is happy (e.g., smile; say, “This is great!”; and think, “I love this!”)
3. Explain that you’ll be stopping to talk to partners about feelings and clues from the story to add to the list.

During Reading

Stop and ask partners to discuss how Chico feels and what he says, does, and/or thinks at various points. Encourage partners to add to each other’s ideas. Possible discussion points include:

- When he wakes up in the morning
- When he gets on the bus
- During the pledge of allegiance
- When he has to introduce himself

- When he has to write about the picture
- During math
- During lunch
- When John asks him to be partners in the math fair
- On the bus ride home.

After Reading

1. Give a specific example of successful partner conversations you overheard that extended through several exchanges.
2. Review the completed list. Compliment students' "detective work" and explain that you'll continue to add to the list as you read other books.
3. Ask, ***"How did you feel about starting school this year? What did you do, say, and/or think?"***

Extension

1. Explain that you will do an activity to keep talking about feelings and also learn more about one another. You'll each make a comic strip about an important event in your life. The comic strip will show what you did, thought, and said and how you felt.
2. If possible, show students an example of a comic strip from the newspaper to explain how it is oriented sequentially from left to right, includes a small picture for each part of a short story, and includes both speech and thought balloons.
3. Give an example from the book, briefly explaining what would go in each comic strip box (e.g., the exchange with the bullies at lunch).

4. Model choosing your own comic strip topic, thinking aloud about a few categories of ideas to help students brainstorm (e.g., "I could think about the first time I did something . . . or when I did something fun . . . or a time when I was scared. . ."). Think aloud about how you felt and what you did, said, and thought. Complete your first box to show how the picture shows what happened and what you did, and the speech or thought balloon adds another "clue" about how you felt.
5. Model planning what will go in each box before starting to write and draw. (Student comic strip sheet available at end of lesson plan.)
6. Ask students to think for a few minutes about possible ideas and then plan their comic strips aloud with partners before starting to work.
7. Circulate around the room as students work and prompt them to stay focused on the feelings they had and the "clues" they exhibited.
8. Share students' work as a group, perhaps adding additional emotions and/or clues to your chart. Display the comic strips or compile them into a class book.

ELL Support Strategies

- Reread or revisit the books from Lesson 1 or 2 with a small group and introduce some words for emotions ahead of time.
- As a preview or review, work with students to arrange feelings words into categories (e.g., more specific words related to “happy,” “sad,” and “scared”), perhaps by sorting cards in a pocket chart or making word webs.
- Provide sentence frames for “He feels ____.” “He said ____.” “He thought ____.”
- Scaffold the comic strip activity as needed, perhaps by limiting it to depicting one or two general scenarios (e.g., the first day of school) and teaching possible phrases related to that topic.

BOOK INFORMATION

First Day in Grapes

ISBN: 978-1-62014-190-8

Primer día en las uvas

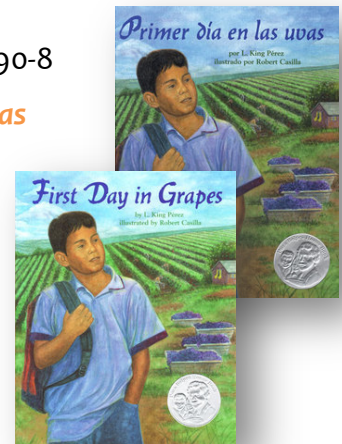
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RESOURCES ON THE WEB

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

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

Learn more about *First Day in Grapes* at www.leeandlow.com/books/2391



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