

Unit: Building Classroom Community for Second Grade

Lesson 4: Our Second Grade Goals and Asking Questions

Read Aloud: *Strong to the Hoop*
written by John Coy, illustrated by Leslie Jean-Bart

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Strong to the Hoop* 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 expand conversations through several linked exchanges and asking and answering clarifying questions
- Students will continue to build a common vocabulary for words to describe emotions, noting words, thoughts, and actions that relate to various feelings
- Students will discuss the main character's goal and his related actions and thoughts. They will draw and write about their own learning goals and plans to work toward them

Common Core Standards

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

Day 1: Read Aloud to Understand the Book

NOTE: *Strong to the Hoop* is also available in Spanish: *Directo al aro*. 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 beginning to think more deeply about books and having more complex discussions.
2. Remind students about the group discussion photo from Lesson 1. In particular, point out "Ask clarifying questions." During the next book, you'll practice this as you listen to one another's comments.
3. Introduce the book by saying, ***"This book is called Strong to the Hoop. It starts out when a boy named James is at the park watching his older brother and his brother's friends play basketball. Let's read to find out what happens when one of the players gets hurt."***

During Reading

1. Remind students that readers can learn about characters by noticing what they say, do, and think as they did last time when they were figuring out Chico's feelings. You'll continue this work today. Make comments and ask questions related to characters' words, thoughts, actions, and feelings. For instance:
 - ***"What does James wish?"***

- *“What was James thinking about when he was practicing?”*
 - *“What was James’s response when Slinky asked him to play? How did he feel about getting the chance to join the game?”*
 - *“What’s Marcus doing? What does James think about Marcus?”*
 - *“How is James feeling?”*
 - *“What does James mean: ‘I’m surprised to hear my voice?’”*
 - *“What’s James doing and thinking now?”*
2. Model asking clarifying questions about student responses, such as “What did you mean when you said ____?” “Why do you think ____?” etc.
 3. Choose one or two questions to use for partner conversations. Encourage students to ask their partners clarifying questions as you’ve been doing. Share an example of an exchange you overhear.

After Reading

1. Ask questions to retell the key events of the story (e.g., **“What happens first? What happens next?”** etc.). Choose a few key events at which to pause and discuss how James feels. Add any new words/behaviors to your list from Lesson 3, asking clarifying questions about student responses when appropriate.
2. Ask, **“What does James really want to do in this book? What is his goal?”**
3. Explain that you’ll read this book again another day. You’ll talk more about James and how he wanted to be a great basketball player.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Strong to the Hoop*. As you read, you’ll be looking closely at what James does, says, and thinks related to his goal of being a great basketball player.
2. Set up a piece of chart paper as a concept web with “James’s Goal: Be a Great Basketball Player” in the center. Explain that as you notice things James does, says, and thinks related to this goal, you’ll add notes to the web.

During Reading

1. Pause at the end of each page or two to discuss James’s behavior related to his goal. At first, model adding relevant information to your chart and then ask students to share ideas about what to write as a whole group and with partners.
2. Organize the entries on your web so that the following types of information are grouped together:
 - Worries and challenges (e.g., worries he is too skinny and short, misses shots, gets hit, falls)
 - Works toward goal (e.g., practices dribbling and shooting, imagines himself as an All-Star, listens to his brother’s advice, gives himself reminders)
 - Excitement/Successes (e.g., gets compliments from people watching, gets the winning shot, gets to play again, feels strong).

3. Ask clarifying questions about student responses and encourage partners to ask questions of each other during partner conversations.

After Reading

Review the web you've created with a summary statement, such as ***"We decided James's goal is to be a great basketball player. He has some worries and challenges, such as _____. He works toward his goal by _____. He is excited when _____."***

Extension

NOTE: To make collage-style artwork similar to the book's illustrations, you'll need a photo of each student and black-and-white photos of different areas of your (empty) classroom to use as backgrounds. If you'd like to simplify the art aspect, students may simply draw an illustration and cut out/glue on the speech balloons. (Speech balloons available at end of the lesson plan.)

1. Explain that there are many types of goals and talk about a few examples (e.g., sports and physical achievement, hobby related, etc.). Talk about the importance of educational and learning goals.
2. Ask students to talk with partners about their learning goals for second grade. Share a few responses and any additional ideas you'd like to suggest.
3. Explain that each student will make a piece of artwork similar to the illustrations in *Strong to the Hoop* about one of his or her second grade learning goals. Ask partners to talk about:
 - What is your second grade learning goal?
 - What will you need to do to reach your goal?

- What will be hard, or what worries you?
 - How will you know when you are making progress? What will make you feel excited?
4. Model how to cut out your photo and draw and cut out related objects to stick onto the background (e.g., for a goal about learning to do multiplication, use a background of student desks; cut and glue the student's photo to be sitting at a desk; and draw, cut out, and stick on pictures of a math worksheet and math tools on the desk.).
 5. Model filling in the speech balloons and adding them to the artwork.
 6. As students work, remind them of James's behaviors to help them think about their own plans (e.g., ***"Will you take anyone's advice like James did? What will you remind yourself of when things get hard? Who do you hope will notice your efforts and compliment you?"***)
 7. When finished, share students' work and encourage them to support one another in reaching their goals. Display the artwork or compile it into a class book.

ELL Support Strategies

- Provide sentence starters for asking clarifying questions to partners, such as "What do you mean by ____?" or "Why do you think ____?"
- Preview or repeat the goal concept web activity with the books from Lesson 1 and/or Lesson 3 to provide additional language practice.
- Include examples of and validate language-learning goals when you talk about second grade goals.

BOOK INFORMATION

Strong to the Hoop

ISBN: 978-1-58430-178-3

Directo al aro

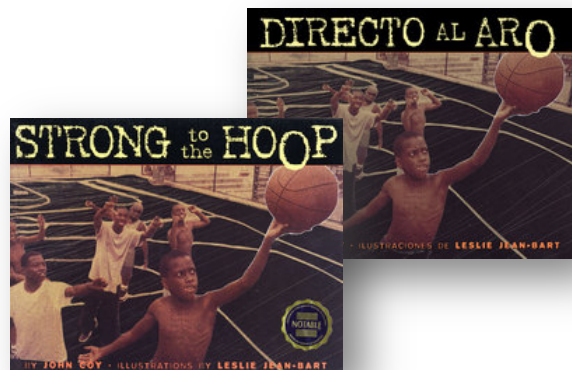
ISBN: 978-1-58430-083-0

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 *Strong to the Hoop* at www.leeandlow.com/books/2454



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This year in second grade, my goal is
to _____

_____.

I will need to

_____.

I'm worried

_____.

I'll be excited when I

_____.