

**Text: Jurnee and Harmony Visit Pop Pop
Lesson Focus: Key Details and Retelling**

Common Core Standards:

Reading Literature: Key Ideas and Details

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Objectives:

Students will be able to identify and answer questions about key details in the story. Students will be able to retell their favorite part of the story including details about characters, setting, and events.

Instructional Sequence

Connect and Engage (5 min.)

Explain/review the strategy/skill/standard and how it is used.

As appropriate, build/activate background knowledge and vocabulary necessary to begin to read the text.

Pre-assess as appropriate.

Instructional Structure

Supplies: Jurnee and Harmony Visit Pop Pop, “Characters, Setting Events” anchor charts with empty spaces to be filled in as you read, markers

Guidelines/Suggestions:

Key details tell us all the important things in the story like who’s in the story, where are they and what are they doing.

The Characters are the people and animals that the story is about.

*Give an example using a familiar story or one that the students have read recently.

Like in the story...Little Red Riding Hood, who’s in the story?

Students will name characters, Little Red, Grandma, the big bad wolf, the woodcutter

The Setting is where the characters are in the story. The places they go, what time it is, and what it looks like there.

Like in the story...Little Red Riding Hood, where is she in the story?

The forest, at grandma’s house

The Events are all the big things the characters are doing and all the things that happen in the story. The events happen in order so when we talk about them we use words like “first”, “then”, “next”, “after that”, and “last”.

Like in the story...Little Red Riding Hood, what happened when she go to grandma’s house first...then what happened...and after that...last, at the end...

As we read this story, we're going to look at all the key details and then talk about them after we finish. So as we read, I'm going to be asking you questions like "Who's in the story?" "Where are they?" "What are they doing?" and you're going to pay attention to the details so you can answer them correctly! Ready for the story?
Read the description of the story and then read the story.

Teacher Modeling - "I Do" (approx.10-15 min.)

A brief teacher-directed lesson on reading/writing strategy, skill, or standard. Model thinking with think alouds and record annotations (sticky notes, journal, anchor chart, etc.). Engage students in collaborative conversations to monitor understanding Use graphic organizer or other organizational tool when appropriate.

Sample Anchor Chart...*Details will be added on each row for each part of the story you choose.

Characters	Setting	Events
Jurnee, Pop Pop, Harmony and Puppy	At Pop Pop's house, at the door	Waving to Harmony

Pause on page: Cover

Referring to the picture on the cover, "I see Jurnee and Harmony and they are on the cover so they must be pretty important characters. I even hear another name, Pop-Pop in the title, he must be a character too!"

Pause on page: 1 and 2

Model answering the questions using details from the text and the picture.
Characters: Who's in the story? "When I read the words, I learn that Harmony is a character too, even though she isn't in the picture, the words tell me she is in the story, When I look at the picture, I see Pop-Pop, Jurnee, and I also see a puppy.

Setting: Where are they? The picture showed me that they are at a house, and because Pop-Pop answered the door, it must be Pop-Pop's house, They are at Pop-Pop's house!

Events: What are they doing? When I read, it says that Harmony is just getting to the house and she's asking her mother to stay with her, but she can't stay. When I look at the picture, I see Pop-Pop, Jurnee, and the puppy all waving hello.

Guided Practice - "We Do" (approx. 10-12 min.)

Teacher guides students to participate using graphic organizer or other tools (include use of think/pair/ share, turn/talk, etc.) May include gradual release of responsibility – to pairs or groups Utilize portions of text to read aloud and think alouds to use if needed.

Sample Anchor Chart...

*Details will be added on each row for each part of the story you choose.

Characters	Setting	Events
Jurnee, Pop Pop, Harmony and Puppy	At Pop Pop's house, at the door	Waving to Harmony

Pause on Page: 3 and 4

Read the page then ask the questions and have students answer with you and write their responses on the anchor chart.

Characters: Who's in this part of the story in this part? Jurnee and Harmony

Setting: Where are they? In the living room

Events: What are they doing? Harmony is crying.

Ask follow-up questions to connect with how Harmony feels and why she feels that way.

Pause on Page: 5 and 6

Have students make a prediction of what's behind the door.

Jurnee and Harmony	Living room	Harmony is crying, she wants to go home

Collaborative Practice - “You Do It Together” (Second Grade approx.. 10-15 min.)
Students may practice the strategy or standard using the selected text – in pairs or groups. When students are capable of reading the text independently, they should be encouraged to read independently.
Students participate in a collaborative conversation to build and share knowledge with peers.
Teacher circulates, works with small groups, confers, provides specific praise and guidance, and assesses progress and needs.
 Sample Anchor Chart:

Characters	Setting	Events
Jurnee, Pop Pop, Harmony and Puppy	At Pop Pop’s house, at the door	Waving to Harmony
Jurnee and Harmony	Living room	Harmony is crying, she wants to go home
Jurnee and Harmony	In The Grandkids’ Room	Jurnee does a secret dance to open the room
	Slides, scooters, swings; bouncy house, bubbles, balloons	
Jurnee and Harmony	The candy drawer; cupcakes, cookies, chocolate; sour, sweet, sticky candy	Jurnee does a secret dance to open the drawer

Independent Practice - “You Do” (K-1 10-15 min. Second Grade During Small Group)

Pause on Page: 9 and 10
 Ask questions to encourage students to talk about the details. Add them to the chart together.
Characters: Who’s in the story in this part? Harmony and Jurnee
Setting: Where are they? The Grandkids’ Room
Remind students that the set includes all the things that are in a place too.
What things are in The Grandkids’ Room? What do you see in the picture?
What does the text tell you? Slides, scooters, swings, bouncy house, bubbles, balloons. (from text) Toys, cotton candy machine, fish tank. (from picture)
Events: What does the text tell you? What does Jurnee do to get the door to open? She does a special dance and the door disappears.

Pause on Page: 11 and 12
 Have students make a prediction of what’s in the drawer. Confirm and/or correct predictions.

Pause on Page: 13 and 14
Events: What is Jurnee doing in this part of the story? She does a special dance and the door disappears.

Pause on Page: 15 and 16
Setting: What else is in The Grandkids’ Room? A candy drawer. What’s in the candy drawer, give details. What do you see in the picture? What does the text tell you?

Pause on Page: 21 and 22
 Have students answer the following on their own. Fill in the chart with details they share.

Identify if independent practice and/or routine writing will move students towards the lesson objective. Routine writing can serve as the only independent practice based upon prior formative assessment.

Sample Anchor Chart:

Characters	Setting	Events
Jurnee, Pop Pop, Harmony and Puppy	At Pop Pop's house, at the door	Waving to Harmony
Jurnee and Harmony	In Pop Pop's living room	Harmony is crying, she wants to go home
Jurnee and Harmony	In The Grandkids' Room	Jurnee does a secret dance to open the room
Jurnee and Harmony	Slides, scooters, swings; bouncy house, bubbles, balloons	Jurnee is showing Harmony the room
Jurnee and Harmony	The candy drawer; cupcakes, cookies, chocolate; sour, sweet, sticky candy	Jurnee does a secret dance to open the drawer
Jurnee and Harmony	The closet, costumes, capes, crowns; shoes, dresses, jewelry	Jurnee does the secret dance; Jurnee and Harmony put on a fashion show

Closure (5 min.)

Assessment of student learning, including student reflection on what was learned which may include:
 Connections to previous and new learning.
 A review of the lesson objective and if it was achieved.
 An exit slip, final journal reflection, or other means of informal assessment.
 Student sharing and peer feedback.

Continue reading and ask the following questions as you pause on different pages. Fill in the chart with student responses.

Characters: Who's in the story in this part?

Setting: Where are they? What else is in the Grandkids' Room? What's in the closet?

Pause on Page: 23 and 24

Events: What are they doing?

Independent Writing Task:

Have students write and draw at least three details about what was in The Grandkids' Room.

Provide sentence frames like...

Jurnee and Harmony have ____, ____, and ____ in their closet.

Jurnee and Harmony have ____, ____, and ____ in their candy drawer.

There is a ____, ____, and ____ in The Grandkids' Room.

After reading, review the main points of the lesson.

"Key details tell us all the important things in the story like who's in the story, where are they and what are they doing.

The Characters are the people and animals that the story is about.

The Setting is where the characters are in the story. The places they go, what time it is, and what it looks like there.

The Events are all the big things the characters are doing and all the things that happen in the story. The events happen in order so when we talk about them we use words like 'first', 'then', 'next', 'after that', and 'last'. "

	Have students retell their favorite part of the story to their friend beside them, including details about who's in the story, where they are, and what they are doing.

