

## Lesson 2: Close Read-aloud, Session 1: *The Little Hummingbird*



### CCS Standards

- **RL.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL.2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.2.4b:** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

### C3 Framework for Social Studies State Standards

- **D2.Civ.2.K-2:** Explain how all people, not just official leaders, play important roles in a community.



### Daily Learning Target

- I can recount the story *The Little Hummingbird* using the story elements. (RL.2.1, RL.2.2, RL.2.3, RL.2.6, SL.2.2)

### Ongoing Assessment

- During the close read-aloud in Work Time A, use the Reading Literature Checklist to track student progress towards RL.2.1, RL.2.2, RL.2.3, RL.2.6, and RL.2.7 and the Language Checklist to track student progress towards L.2.4 and L.2.4b (see Assessment Overview and Resources).
- During Work Time A, circulate as students engage in the Role-Play protocol and notice if they are demonstrating understanding of the story elements by observing the choices they make to act out *The Little Hummingbird*. (RL.2.1, RL.2.2)

### Agenda

#### 1. Opening

A. Song and Movement: “We Do What We Can” (10 minutes)

#### 2. Work Time

A. Close Read-aloud, Session 1: *The Little Hummingbird* (40 minutes)

#### 3. Closing and Assessment

A. Oral Recounting: *The Little Hummingbird* (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In the Opening, students are introduced to the song “We Do What We Can,” which is used throughout the unit to playfully reinforce the idea of doing what we can to make the world a better place, and also to develop students’ language. Providing students with an opportunity to think about how words and phrases supply rhythm and meaning in songs supports their development of the language. (RL.2.4, L.2.4b)
- In Work Time A, students hear a close read-aloud of the text *The Little Hummingbird*. Students continue this close read-aloud in the next lesson. This lesson begins the first cycle of reading, role-play, oral recounting, and writing in this unit, which happens across two lessons and supports students understanding of the story elements and central message in the folktale *The Little Hummingbird*. This routine builds students’ confidence as they speak and write to recount folktales and fables. The role-play protocol also supports students’ need to use their bodies as a means for demonstrating understanding.
- The pages of *The Little Hummingbird* are not numbered. For instructional purposes, the page that begins with “Here is the story ...” should be considered page 1 and all pages thereafter numbered accordingly.
- Throughout the unit, students practice reading fables and folktales aloud fluently. When students read fluently, they can focus their attention on making meaning of the stories that they read. The Fluency anchor chart introduced in Work Time A is intended to remind students of different aspects of fluency. Teacher modeling of fluent reading during this close read-aloud and the focused read-alouds that follow in this unit, supports students as they prepare for Part III of the Unit 1 Assessment, when they will read aloud a familiar text with fluency and expression.

### How this lesson builds on previous work:

- In Module 2, students developed the skill of determining importance when writing notes as words and phrases. In this unit, students transfer that skill to take notes and recount stories orally and in writing. Determining the important notes to write about key details of story elements supports their succinct and accurate recounting of the fables and folktales they read. In this lesson, students apply their note-taking skills as they take notes about the story elements in the close read-aloud of *The Little Hummingbird*.
- Continue to use Conversation Cues to promote productive and equitable conversation.

**Areas in which students may need additional support:**

- When making small groups for the Role-Play protocol, consider grouping students with varying levels of language proficiency. The students with greater language proficiency can serve as models in their partnership, initiating discussion and providing implicit sentence frames.

**Down the road:**

- In Lesson 3, students will use their understanding of the story elements in *The Little Hummingbird* to orally recount and write a paragraph describing its story elements and central message. This written paragraph serves as the Culminating Task for the close read-aloud.
- In Lessons 4–10, students will repeat a similar two-day cycle of instruction (reading, role-play, oral recounting, and writing) with three new folktales and fables. This repeated cycle of instruction becomes a predictable routine for students and allows multiple opportunities to practice skills. The close read-aloud in this lesson provides additional support for students to engage in this routine with increasing independence.

**In advance:**

- Preview the Close Read-aloud Guide: *The Little Hummingbird* (session 1; for teacher reference)
- Write the Focus Question for the Close Read-aloud of *The Little Hummingbird* on the board or chart paper: What is the central message of *The Little Hummingbird*?
- Review the Role-Play protocol (see the Classroom Protocols document for the full version of the protocol).
- Predetermine groups of three or four for the Role-Play protocol in Work Time A. Students will remain in these groups for subsequent role-playing in Lessons 4, 6, and 8.
- Post: Learning targets and applicable anchor charts (see materials list).

**Consider using an interactive white board or document camera to display lesson materials.**

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

### Supporting English Language Learners

Supports guided by in part by CA ELD Standards 2.I.B.6 and 2.I.B.8

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities for movement and for fluency practice during the Role-Play protocol.
- ELLs may find it challenging to process the central message of *The Little Hummingbird* if they are also processing the language itself to comprehend the events in the story. Throughout Work Time A, remind students that they will be thinking about the lesson they learn from the story. Stop reading or role-play at key moments to remind students to think about the lesson they might learn from the story.

#### Levels of support

*For lighter support*

- Encourage students to use Conversation Cues with other students to promote productive and equitable conversation and enhance language development.

*For heavier support*

- During Work Time A, provide students with sticky notes with pre-written sentence frames to support recounting the story. (Example: “In the beginning of the story \_\_\_\_\_.”)

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by providing options for perception, such as visual supports for information presented orally. As students encounter unfamiliar vocabulary, offer an opportunity to draw or sketch definitions, act them out, or list synonyms for key terms.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students’ expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Recall that sustained engagement and effort is essential for student achievement. Continue to support students with consistent reminders of learning goals and their value or relevance. Students who may need additional support with sustained effort and concentration are supported when these reminders are built into the learning environment.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

#### New:

- fled, abandoned (T)

#### Review:

- repeat, rhythm, story elements, recount, central message (L)

## Materials

- ✓ “We Do What We Can” (new; one to display; see supporting materials)
- ✓ “We Do What We Can” (for teacher reference)
- ✓ *The Little Hummingbird* (from Lesson 1; one to display; for teacher read-aloud)
- ✓ Close Readers Do These Things anchor chart (from Module 2)
- ✓ Close Read-aloud Guide: *The Little Hummingbird* (Session 1; for teacher reference)
  - Reading Literature Checklist (see Assessment Overview and Resources)
  - Fluency anchor chart (new; teacher-created; see supporting materials)
  - Fluency anchor chart (example, for teacher reference)
  - Role-Play Protocol anchor chart (new; teacher-created; see supporting materials)
  - Role-Play Protocol anchor chart (example, for teacher reference)
  - Story Elements and Central Message Class Notes: *The Little Hummingbird* (new; co-created with students during Work Time C; see supporting materials)
  - Story Elements and Central Message Class Notes: *The Little Hummingbird* (example, for teacher reference)

## Opening

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### A. Song and Movement: “We Do What We Can” (10 minutes)

- Gather students whole group.
- Display “**We Do What We Can.**” Refer to “**We Do What We Can**” (for teacher reference) as necessary.
- Invite students to raise their hand if they remember the tune from “The Farmer in the Dell” or “It’s Pollination Time” from Module 3. Share that this song is also sung to that tune.
- Model singing the song for students.
- Using a total participation technique, invite responses from the group:
  - “**What is this song about?**” (*the different ways people can help take care of their space*)
  - “**Who is it talking about?**” (*It talks about us, both young people and adults.*)
- Share that this song has repeating lines in it. Briefly review the definition of *repeat* (to say something again) and *rhythm* (beat or pattern).
- Using a total participation technique, invite responses from the group:
  - “**Where are repeated lines in the song that supply rhythm?**” (*We do what we can; But what if I am small; There’s lots of things to do.*)
- Underline repeating lines.
- Invite students to sing “We Do What We Can” chorally.
- With excitement, share that tomorrow students will create motions for this song and talk more about its meaning!

### Meeting Students' Needs

- For ELLs and students who may need additional support with vocabulary: (Reviewing Unfamiliar Words and Phrases) Before singing the song, read the words aloud and invite students to signal if they hear a word or phrase they do not know. Briefly discuss the meaning of any unfamiliar words or phrase. (MMR)

## Work Time

### A. Close Read-aloud, Session 1: *The Little Hummingbird* (40 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning target and read it aloud:  
***"I can recount the story *The Little Hummingbird* using the story elements."***
- Remind students that story elements include the characters, setting, problem/challenge, and solution. They also include how the characters respond to the problem or challenge.
- Review the meaning *recount* (to retell with only the important details).
- Tell students that they will closely read ***The Little Hummingbird*** to meet this learning target.
- Post the **Close Readers Do These Things anchor chart (from Module 2)** and briefly review the anchor chart.
- Guide students through the close read-aloud for *The Little Hummingbird* using the **Close Read-aloud Guide: *The Little Hummingbird* (Session 1; for teacher reference)**. Consider using the **Reading Literature Checklist** and **Language Checklist** during the close read-aloud (see Assessment Overview and Resources).
- During Session 1, refer to the guide for the use of:
  - **Fluency anchor chart**
  - **Fluency anchor chart (example, for teacher reference)**
  - **Role-Play Protocol anchor chart**
  - **Role-Play Protocol anchor chart (example, for teacher reference)**
  - **Story Elements and Central Message Class Notes: *The Little Hummingbird***
  - **Story Elements and Central Message Class Notes: *The Little Hummingbird* (example, for teacher reference)**
- Refocus whole group. Give students specific, positive feedback on their close reading skills. (Example: "I saw you acting out the important parts of the text.")

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Transparency: Fluency) To ensure that the purpose of using different voices is transparent, cue students to problem-solve: "Can you figure out why I am using a different voice for each character?" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: so we can tell the difference between each character; so we can imagine how different characters might talk.) (MMR)

- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This will also help scaffold active listening for key details. (MMR, MMAE)
- For ELLs and students who may need additional support with auditory processing: (Visual Cues) Consider enlarging or projecting each corresponding page that is read aloud to students. Students may benefit from the additional visual cues. (MMR)
- For students who may need additional support with motivation: Invite students to share how role-playing helped them better comprehend the information in a previous lesson. (MME)
- For ELLs and students who may need additional support with comprehension: (Visual Support) When completing the Story Elements and Central Message Class Notes: *The Little Hummingbird*, sketch thumbnail illustrations to accompany the text. (Example: Next to *problem/challenge*, sketch a tree on fire.) (MMR)

## Closing and Assessment

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### A. Oral Recounting: *The Little Hummingbird* (10 minutes)

- Display the Story Elements and Central Message Class Notes: *The Little Hummingbird*.
- Tell students that they can use the headings from the story elements from *The Little Hummingbird* to recount the story.
- Say:
 

***“We are going to recount the beginning, middle, and end of the story using story elements. Listen to me as I recount what happened in The Little Hummingbird.”***
- Emphasize that recounting the story orally is a way to plan for writing. Model recounting *The Little Hummingbird* aloud, using the class notes as your guide. Invite students to point to each section of the class notes as you model turning the notes into oral sentences:
 

***(pointing to the Beginning): “The little hummingbird lives in the Great Forest with other animals.”***

***(pointing to the Middle): “One day, the forest caught on fire. All the animals in the forest were afraid and fled. But the little hummingbird did not. The little hummingbird used her beak to collect drops of water to try to help put out the fire.”***

***(pointing to the End): “The little hummingbird could not put out the fire, but she tried her best to help.”***
- Tell students they are going to use the Pinky Partners protocol. Remind them that they used this protocol in Module 1, and review as necessary using the Pinky Partners Protocol anchor chart. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following question:
 

***“What is your recount of The Little Hummingbird?”***

## Providing for Pollinators

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- Circulate to listen as students recount the story with several partners. Refer students to the Story Elements and Central Message Class Notes: *The Little Hummingbird* as needed for scaffolding.
- After 4-5 minutes, refocus students whole group.
- Say:  
***“Wow! You did a great job recounting the whole story!”***
- Preview tomorrow’s work: reading parts of *The Little Hummingbird* closely again, and writing a full paragraph about the central message of *The Little Hummingbird*.

### Meeting Students' Needs

- For ELLs: (Linking Words) Invite students to use linking words to indicate sequence to support their recount of *The Little Hummingbird* (examples: first, next, last).