

Common Core Standards

Lesson Plan:

- **2.RL.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Print Concepts and Fluency:

- **2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **2.RF.4a:** Read on-level text with purpose and understanding.
- **2.RF.4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **2.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Practice Exercises:

- **2.RL.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **2.NBT.4:** Compare two three-digit numbers based on meanings of hundreds, tens, and ones digits using $>$, $=$, and $<$ symbols to record results of comparisons.

Active Learning:

- **2.G.1:** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Printable Book:

- **2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **2.RF.4a:** Read on-level text with purpose and understanding.
- **2.RF.4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **2.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Common Core Lesson Plan

“Raise Your Hand and Wait to Be Called On”

Grade: 2

Common Core Standards:

- **2.RL.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.



Materials Needed:

- “Raise Your Hand and Wait to be Called On” video episode, computer, Wi-Fi connection, paper, pencil, Post-it notes, character driven books

Preparation:

- Familiarize yourself with the lesson, video, and the related fluency passage.
- Gather the needed materials in an appropriate area.

Breaking it Down:

- Watch the video, “Raise Your Hand and Wait to Be Called On.”
- Use the fluency passage to reinforce the lesson theme and goals.
- Complete the lesson.

Lesson:

1. After reviewing the video, ask your students the following questions:
 - Why was Peter yelling out answers?
 - Why was Maria upset that Peter yelled out his answers?
2. Talk to the students about point of view. Explain that in many stories, characters do things for different reasons (Even though Peter already knew about counting money, he didn’t think about the other students’ points of view or reasons why he shouldn’t yell out the answer).
3. Allow the students to pick a book. As students read the books, tell them to put a Post-it note on the pages where characters make decisions based on their point of view. Circulate and have the students explain what decisions the characters made and why.



Common Core Lesson Plan

“Raise Your Hand and Wait to Be Called On”

Grade: 2

Open Dialogue:

- Discuss several situations in which kids should raise their hands to speak.
- Discuss the reasons why it is important to raise your hand in class. Prompt students to think about what it would be like if everyone spoke out of turn.
- Discuss the differences between speaking in class and speaking in public or at home.
- Discuss when it is okay to speak in class without raising your hand (in an emergency).

Capping it Off:

- Have students complete the practice math and language exercises.
- Have students color the associated coloring pages. Display within the classroom or have the students take them home to share with their families.
- Have students complete the active learning project.
- Encourage students to refer back to the printable book and fluency passage as needed.
- Reinforce the lesson throughout the year by using reminders and reviewing the episode.



Print Concepts & Fluency

“Raise Your Hand and Wait to Be Called On”

Grade: 2

Print and Fluency Concepts: 2.RF.4a-c

- **2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **2.RF.4a:** Read on-level text with purpose and understanding.
- **2.RF.4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **2.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Related Vocabulary Words:

- story, raise, answer, question

Materials Needed:

- Large copy of fluency for “Raise Your Hand and Wait to Be Called On” (This could also be hand-written on a whiteboard or typed on a projector), copies of the fluency passage for each student



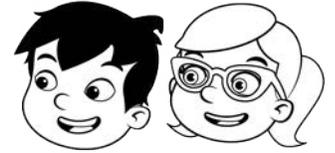
Activity:

1. After watching the video and completing the extension activities, gather the students so they can see the fluency passage for the day.
2. Ask your students to find the first word of the passage. Have them follow along and point to each word as you read.
3. Read the passage out loud, pausing at the last word of every sentence so that all of the students can finish the sentence together.
4. Have your students read together. Call one student up to point to the words while the rest of the class reads together (chorally) at your lead.
5. Point to words in random order. Have your students read these words together.
6. Post the fluency passage in the classroom. Have your students read it throughout the day.





Fluency Passage:



If you want to tell a story, raise your hand and wait for the teacher to call on you.

If you want to answer a question, raise your hand and wait for your turn to speak.

You may know a lot about what the teacher is saying,

but there is still so much to learn!

Others may be waiting to tell a story.

Others may be waiting to ask a question.

Even though it is hard to wait,

we must raise our hands and wait our turn while the teacher or others are talking.



Printable Book Instructions

“Raise Your Hand and Wait to Be Called On”

Grade: 2



PRINTABLE BOOK

This handy printable book is a great way to review what was learned.
And it can be easily referenced at any time!

- **2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **2.RF.4a:** Read grade-level text with purpose and understanding.
- **2.RF.4b:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **2.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Materials Needed:

- Printable book pages
- Scissors
- Stapler

Preparation:

- Print copies of the printable book pages for each student.
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.

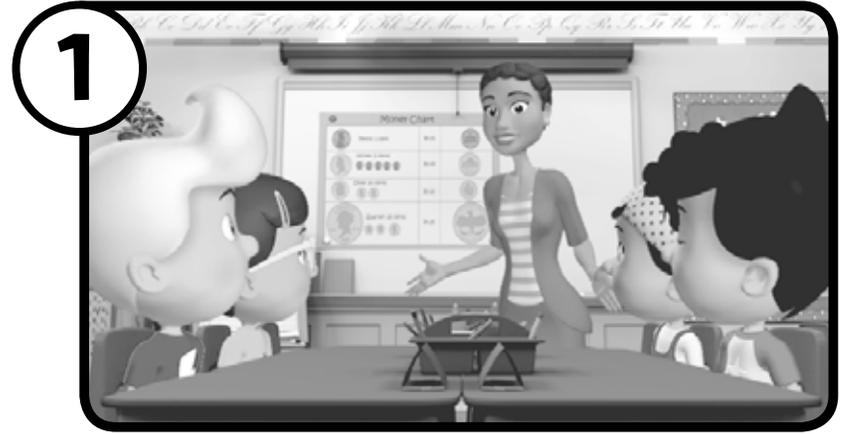


staple



This book belongs to:

staple



Maria, Chris, Dee, and Peter sat in class.

cut line



The teacher asked the class a question.

fold line



Peter said the answer out loud, but he did not raise his hand first.



Dee reminded Peter that it is not nice to call out answers.



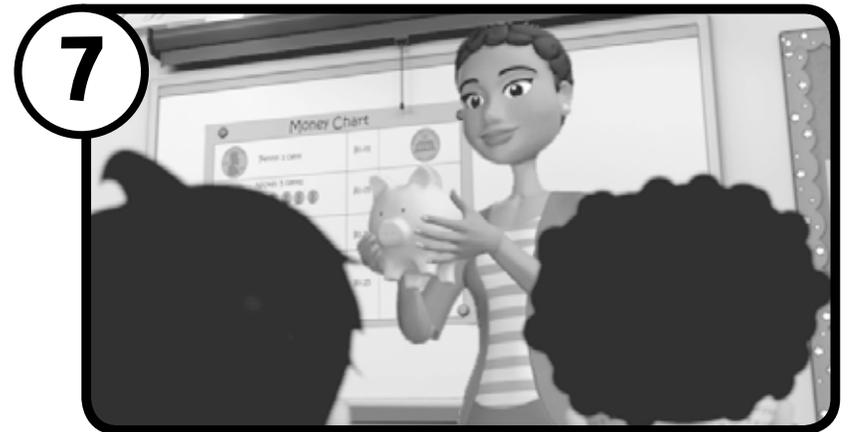
If you know the answer, you should raise your hand and wait to be called on.

cut line

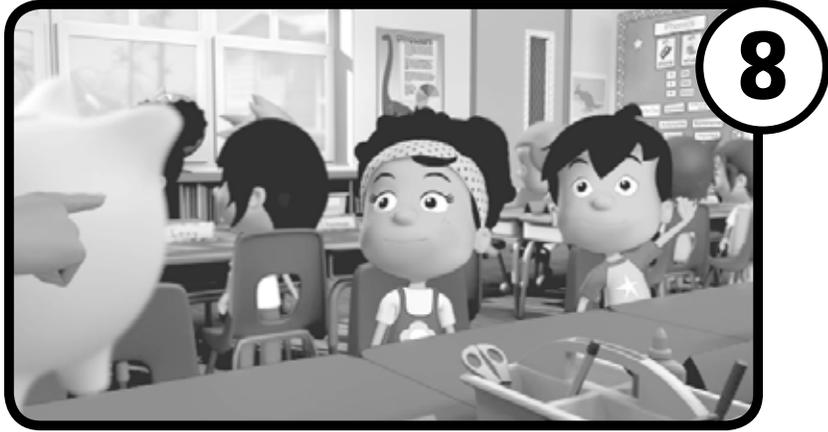


Raising your hand and waiting to be called on lets everyone have a turn to answer.

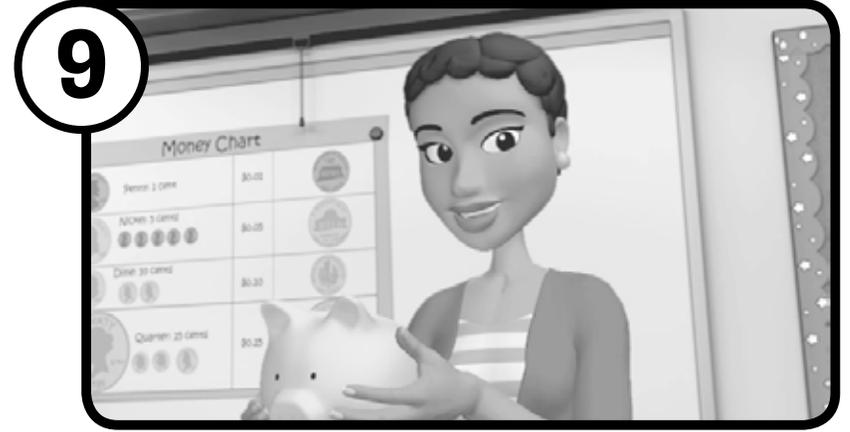
fold line



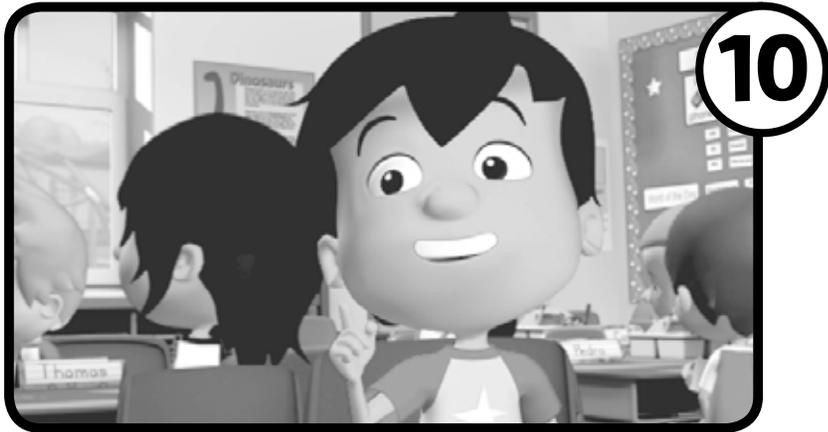
The teacher asked another question.



Peter raised his hand and waited to be called on.



Miss Flowers was very happy that Peter raised his hand.



Peter will raise his hand and wait his turn from now on.

cut line

fold line

The end.

WonderGroveKids

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Practice Exercises

Name: _____ Date: _____

“Raise Your Hand and Wait to Be Called On”



WHOSE POINT OF VIEW?

Maria likes to pretend to be the point of view owl and answer the question, “who?” Read the story below and answer the questions about point of view!

Maria, Chris, Dee and Peter sat in class. The teacher asked the class a question. Peter was excited. He said the answer, but did not raise his hand first. Other students didn’t get to answer. Dee was sad that Peter did not raise his hand. Dee told Peter that it is not nice to shout out answers. Dee said that if you know the answer, you should raise your hand and wait. The teacher asked the class another question. This time, Peter raised his hand and waited to be called on. Miss Flowers was very happy that Peter raised his hand. Peter will raise his hand and wait his turn from now on.

1. Who was asking questions?

- a) Peter
- b) The teacher
- c) Maria
- d) The janitor

2. Who answered without waiting?

- a) Dee
- b) Peter
- c) Chris
- d) Maria

3. Who was excited?

- a) Chris
- b) the teacher
- c) Dee
- d) Peter



4. Who was sad Peter answered out of turn?

- a) Dee
- b) Peter
- c) Chris
- d) Maria

5. Who did not raise their hand?

- a) Dee
- b) Peter
- c) Chris
- d) Maria

6. Who was happy Peter waited his turn?

- a. the teacher
- b. Peter
- c. the janitor
- d. Peter’s mom



7. Pretend you are Peter. Write a sentence telling how you feel about knowing all the answers.

8. Pretend you are Dee. Write a sentence telling how you feel about Peter not waiting his turn.



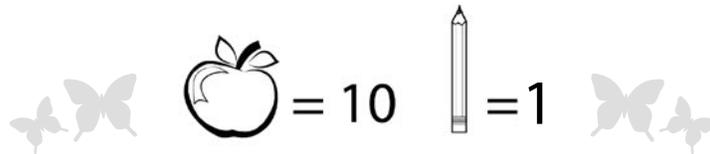
Practice Exercises

Name: _____ Date: _____

"Raise Your Hand and Wait to Be Called On"

More or Less?

If each apple is worth 10 and each pencil is worth 1, count up each group and write the value in the circle next to it. Then compare the group across from it using > more than, < less than, or = equal to.



5
<
20

=

=

=



HANDPRINT RAINBOW

CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

For this active learning project, students will make a rainbow out of handprints and paint. This project helps to reinforce positive hand raising behavior while teaching students about getting along and learning their colors.

Supplies You Will Need:

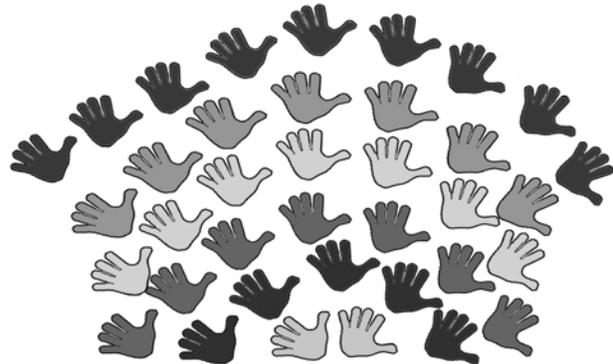
- Large and small pieces of paper
- Paint in red, orange, yellow, green, blue, and purple
- Plates or trays, one for each color
- Black marker
- Scissors

Instructions:

1. Either distribute the individual pieces of paper to the students or lay out the large piece of paper in a central location for all students to access.
2. Pour the red paint into a container.
3. Have each student press the flats of their hands first into the paint and then press their hands onto the paper in an arc, leaving a red handprint behind.
4. Once the red row is dry, repeat the steps with all of the colors.
5. If using individual pieces of paper, allow the prints to dry. Once dry, use the scissors to cut out the individual handprints and assemble the rainbow as illustrated.

Tying It Together:

- Discuss with your students when they should raise their hands in class.
- Have your students role play the various scenarios with one student portraying the teacher and another student portraying students, both following and not following the rules.



Coloring Page

Name: _____ Date: _____

"Raise Your Hand and Wait to Be Called On"

