



Reading Nonfiction Lesson Plan: Grade 2

Grade Level: **Second Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, second graders use BrainPOP Jr. resources to learn about nonfiction text features.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Jr. movie Reading Nonfiction.

- 2. Think and Do:**
 - Word Play: Draw a picture to represent the word “nonfiction.”
 - Draw About It: Draw a picture of an animal. Print it out and add a caption.

- 3. Assess:**
 - Take the Reading Nonfiction quiz.

Preparation

- Preview the BrainPOP Jr. Movie [Reading Nonfiction](#) to plan for any adaptations.
- Read the [Background Information: Reading Nonfiction](#).
- Create and schedule Day 1 assignment: [Reading Nonfiction Movie](#) and [Reading Nonfiction Word Play](#).
- Create and schedule Day 2 assignment: [Reading Nonfiction Movie](#), [Draw About It](#), and [Easy Quiz](#).



Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

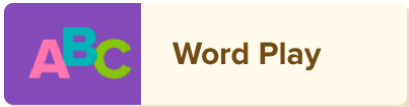
- *How are true books (nonfiction) different from story books (fiction)?*

- What is your favorite nonfiction book about?

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>1. Watch the Reading Nonfiction movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> 	<ul style="list-style-type: none"> • Print the movie transcript and Annie’s Notebook for a grown-up to read aloud. • Have a student play Moby and “beep” in response to Annie. • Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. 	<ul style="list-style-type: none"> • Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on one or two different elements of nonfiction text. • Pause at two key points and prompt students to summarize. • Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> • Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. • Create a word wall with vocabulary and the drawing. • Pause at key points and ask discussion questions from Annie’s Notebook in the student’s home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none"> • Print the “Draw” page for the word “Nonfiction”. • Students draw the picture with markers or crayons and label the picture. 	<ul style="list-style-type: none"> • Model how to use the drawing tools. • Assign appropriately challenging words to individual students. • As a challenge, have students draw more than one word. 	<ul style="list-style-type: none"> • Say student’s selected Word Play word in their home language. Then say it in English. Have students repeat it in English. • Use the word in a sentence. Prompt students to say the



Students click on the word “Nonfiction” and choose the “Draw” tab.

Instruct students to draw a picture of something that is real or factual to represent the idea of “nonfiction.” It could be the topic of a nonfiction book they just read..

When they finish, students click **Submit To Teacher** and/or print out.

word and repeat the sentence.

- Hover over the prompt to hear it read aloud. **Repeat the prompt in students’ home language.**

DAY 2: Build Background (5 minutes)

Lesson Steps

Offline Modifications

Modifications for Diverse Learners

ELL/Language Development




3. Watch the [Reading Nonfiction](#) movie again.


Prompt students to find a fact or something new that they didn’t notice the first time.

- Students return to their drawings of **key concepts from the first viewing** and add new details.
- As a **challenge**, invite students to identify more than one new fact.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="301 331 685 430">  Draw About It </div> <p>4. Students open their Draw About It assignment. Or, if not using Assignment Builder, model how to open Draw About It.</p> <p>Have students hover their mouse over the prompt to hear it read aloud. Then click the Start arrow to begin. When they finish their drawings, they click the Submit To Teacher button and/or print out their picture.</p>	<ul style="list-style-type: none"> Students draw a picture of an animal and add a caption about it with markers or crayons. 	<ul style="list-style-type: none"> Students speak their response and brainstorm what they will draw. Model how to use the drawing tools. Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> Before students draw, have them use their home language or English to discuss what they plan to draw. Use key vocabulary from the movie to prompt students as they draw. For example, prompt them to draw an animal they read or learned about recently.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="301 904 685 1003">  Easy Quiz </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the Easy Quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul style="list-style-type: none"> Print the Easy Quiz. Read aloud the questions and answers. 	<ul style="list-style-type: none"> Hover over the questions and answers to hear them read aloud. Reduce the number of questions and/or possible answers (using the Quiz Mixer). Support recall by revisiting movie drawings. 	<ul style="list-style-type: none"> Read aloud the quiz in students' home language. Highlight the key vocabulary in a printable version of the quiz. Support recall by having students review drawings they made during the movie.