## Daily Lesson Planning Tool

### Mufaro’s Beautiful Daughters (Day 1)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Kienle</th>
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<tbody>
<tr>
<td><strong>Course/Grade</strong></td>
<td>Whole Group Reading/2</td>
</tr>
<tr>
<td><strong>Date of Lesson</strong></td>
<td>November 20, 2014</td>
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<td><strong>Block</strong></td>
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### Specific SOL

- SOL 2.8
  - The student will read and demonstrate comprehension of fictional texts.
  - c) Ask and answer questions about what is read.
  - h) Summarize stories and events with beginning, middle, and end in the correct sequence

### Unit & Lesson

- Quarter 2
- Unit 4
- Strategies: Summarizing and questioning: focused on story elements (What is this helping you to understand?)
- Analysis: Identify the theme of a fiction selection (use folktales, fairytales and fables)

### Essential Questions

- Who are the characters? How did each of the choices of Manyara and Nyasha impact the story?
- What does this story teach us about how we should act?

### Engage with Learning Targets

**What is my learning target for the lesson?**

I can tell a partner the author’s message in a story, and why I think so.

### Engage or Hook, Explain, and Explore with Strategies

**What strategies will I use to teach the lesson?**

Review stories we have read this week and the lessons each story taught us after reading. Remind students that many stories we read have a theme. That means the story teaches us a lesson. The author won’t just tell us the theme, we have to infer and use clues from the story to help us.

Show students the cover of “Mufaro’s Beautiful Daughters.” Ask students what questions they can ask about the story before we begin reading. Ask students to share some predictions they have about the story.

Say “as I read, think about what the characters in the story did wrong or right and think about what you can learn from the characters in the story.”

READ ALOUD: Mufaro’s Beautiful Daughters

Stopping point 1: after the first page. Ask students what characters we know of so far. Write the names of the two daughters on the board. Tell students we are going to record character traits of each of the daughters as we read.

Stopping point 2: after *it was said that she sang all the more sweetly when he was there*.

Ask students what they know about each of the characters so far. Write responses on the board.

What questions can they ask at this point in the story?
Stopping point 3: after I will be queen she chanted, as she hurries on toward the city.
What can we add about the character Manyara? Write responses on the board.
What questions can they ask at this point in the story?

Stopping point 4: after I never in all my life dreamed there could be anything so beautiful!
What can we add about the character Nyasha? Write responses on the board.

Stopping point 5: end of the story
Can we add any final thoughts to our character maps?
How did the choices the characters made impact the story? What can you learn from them?

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**Evaluate and Close by Checking for Understanding**

*How will I know if students learned the material?*

Have students walk, pair, and share. Students will share with their partners what they think the theme of the story is and how the characters help them understand what the theme is.

Call on students to share what their partner told them about theme.

*In small groups,* review how each of the choices of Manyara and Nyasha impacted the story. For example, Did Nyasha befriending Nyoka impact the story? Why or why not? Manyara refused to share her apple with the boy. Did that affect her? If so, how? What motivated Manyara to be rude to the old woman, and why did she refuse to listen to her advice? Why do you think Nyasha reacted differently to the boy and the old woman?

Orally summarize the story together in small group, then have students independently write a summary at their seats.
**Daily Lesson Planning Tool**  
**Mufaro’s Beautiful Daughters**  
(Extension - Day 2)

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**Essential Questions**
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I can remember important events in a story and put them in sequence.

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Review *Mufaro’s Beautiful Daughters* that was read aloud to the class yesterday. Call on students to share a summary of the story in their own words.

Ask students what they remember about each character – how were they different? How were they the same?

Review character traits that were listed as a class on the board yesterday.

Ask “How did these character traits change the way each girl acted on her journey from the village to where the king lived?”

Discuss with the class each girl’s journey. Ask for similarities (each girl came across a boy asking for food, an old woman giving advice, etc.) and for differences (Nyasha gave the boy food and Manyara didn’t).

Have students walk, pair, and share to talk with a partner about the journey each girl took. Students will list two ways they were the same and two ways they were different.

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At their seats, students will illustrate and label the journey each girl took to show how they were the same and how they were different. Explain to students that they will fold their paper in half, they will use one side to illustrate and label the journey Manyara took and the other side to illustrate and label the journey Nyasha took.
Nyasha met a snake. She was kind, and Men. She was not afraid.

Manyara didn't listen to the old woman.

She was kind to the boy, and gave him food.

She listened to advice.

Treated the boy unkind.

Village

Musha

Musha was nice to the old woman.

She was hide to the boy, and gave him food.

Treated the boy unkind.

Village

Manyara

Manyara laughed.

Old women didn't listen to advice.

Laughed at the tree.

She was kind to the pot.

Treated the boy unkind.

Village