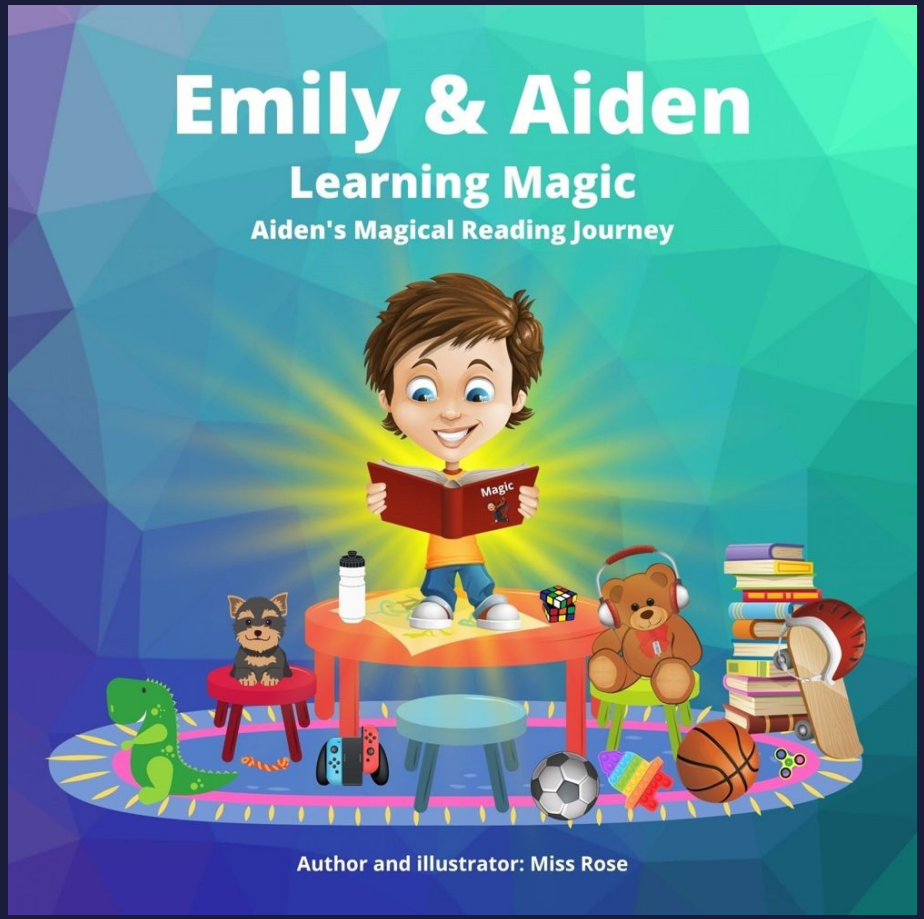


Classroom slides · 2nd grade

Learning Magic

A read-aloud companion aligned with Arizona ELA standards

Read the book aloud.
Use these slides before, during and after.

By Miss Rose

Free for classroom use and projection. Please share the link authormissrose.com/schools instead of uploading these files. © KidzManual LLC

FOR THE TEACHER

Arizona ELA standards in this lesson

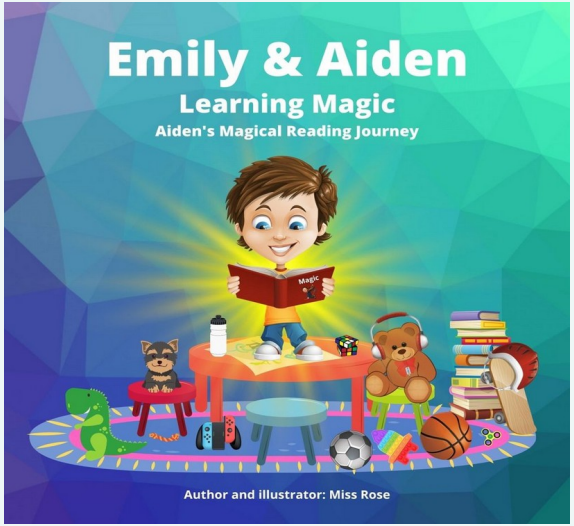
2.RL.1	Ask and answer who, what, where, when, why and how questions
2.RL.2	Recount the story and determine its central message
2.RL.3	Describe how characters respond to major events and challenges
2.RL.5	Describe story structure: how the beginning introduces and the ending concludes
2.RL.6	Acknowledge different points of view, using a different voice for each character
2.RL.7	Use illustrations and words to understand characters, setting and plot
2.L.4c / 2.L.4d	Predict the meaning of compound words; use sentence context as a clue
2.L.5	Understand nuances in word meanings (feelings)
2.W.1	Write an opinion with reasons, linking words and a conclusion
2.SL.1	Take part in collaborative conversations

BEFORE READING

What do you think "Learning Magic" means?

Use clues from the cover to make a prediction: I think this story is about ___ because ___.

Have you ever kept trying at something hard? What helped you?



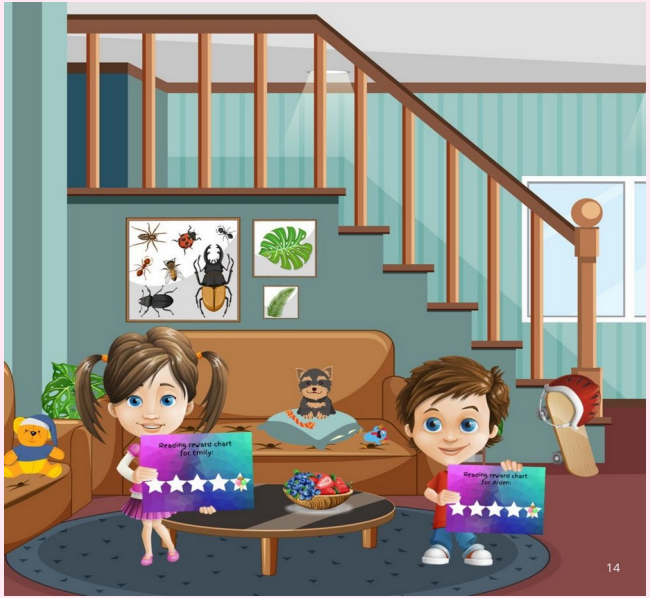
STOP AND THINK · AFTER PAGE 6

What does "a jumble of spaghetti" tell you about how reading felt to Aiden?



STOP AND THINK · AFTER PAGE 14

Why do you think Emily made Aiden a reading chart? Predict the prize, and explain why.



STOP AND THINK · AFTER PAGE 27

Aiden feels "happy and a little bit nervous." How can he feel both at once?



STORY STRUCTURE

Beginning, middle and end

Beginning



How does the beginning introduce Aiden's problem?

Middle



What does Aiden try? Who helps?

End



How does the ending conclude the story?

CHARACTER RESPONSE

How did Aiden respond to challenges?

The challenge	How Aiden responded
The words look like a jumble of spaghetti (page 6)	He felt worried, then asked Emily for help.
He wants to play games instead of reading (page 13)	?
Some big words are tricky (page 16)	?
He reaches the last chapter (page 27)	?



POINTS OF VIEW

Read it in two voices



Aiden

"Oh, I will read tomorrow."

Emily

"Nope, reading is for today, not just tomorrow. Let us pick a fun book right now!"

How do Aiden and Emily see reading differently here?

WORD WORK

Predict the meaning of compound words



book + case = bookcase
What is a bookcase?

home + town = hometown
What is your hometown?

down + stairs = downstairs
What does downstairs mean?

Challenge: find two more compound words in the book.

OPINION WRITING

Is reading like magic? Write your opinion

Introduce

In the book Learning Magic, Emily says reading is like magic.

Opinion

I think reading is / is not like magic.

Reasons

One reason is ___ because ___. Also, ___.

Conclusion

That is why I think ___.



Linking words

because, and, also

READING GOAL

What is your reading goal?



Math connection

Aiden reads 20 minutes a day. How many minutes in 5 days? In 7 days?

My goal: I will read ___ minutes a day. To keep trying, I will ___.

SONG BREAK

Sing along: Magic in Reading



From the album Emily & Aiden Series, Vol. 1 (track 7)

Listen on YouTube

Keep exploring, keep dreaming, and keep reading!