Grade: 2nd
Strategy: Visualizing
Technique: Mind Mapping
Text Type: Fiction

My Summer Vacation

Aims of the Lesson:

- Help students **organize and summarize** personal experiences using a **Mind Map**.
- Encourage **strategic thinking** through describing, sequencing, and identifying key details.
- Improve **reading comprehension** and **text structure recognition**.

Text for lesson:

I spent my summer vacation on the island of Hiddensee. This is a German island in the Baltic Sea. I lived with my dad and mom in a nice holiday apartment. Every day, we rode bicycles a lot and often went swimming.

My friend Jakob came to visit us on the island. We went with him to a children's festival and ate a lot of ice cream.

The best part of my vacation was when my older brother Dustin caught a fish! It was an amazing experience during my three weeks of vacation.

Process Phase 1: Planning (Teacher's Perspective)

Identifies 3 key words and explains them to the students.

- Vacation: A special time when people take a break from school or work and travel or relax.
- Island: A piece of land that has water all around it.
- Festival: A big event where people gather to celebrate with music, food, and fun activities.

Select 3 pictures and ask the students what they see.

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- Prepares **mind map template**.

My Summer Vacation			
Places	People	Activities	Memories

Explains the purpose of **mind mapping** and how it helps in understanding the text.
Provides guiding questions:

- *What do you expect the story to be about?*
- *What activities do people do on vacation?*
- *Why do people enjoy vacations?*

Cognitive Stage 1: Pre-Reading (Student's Perspective)

- Looks at the keywords and pictures provided by the teacher and makes predictions about the text.
- Thinks about past experiences and uses them to understand the topic.

Process Phase 2: Teaching (Teacher's Perspective)

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Divides students into **four groups**, assigning each group a **specific section** of the mind map:

- **Group 1:** Places (*Where did Mateo go?*)
- **Group 2:** People (*Who was with Mateo?*)
- **Group 3:** Activities (*What did Mateo do?*)
- **Group 4:** Memories (*What was the most special moment?*)

Guides students to read the text and **fill in their assigned section** of the mind map.
Monitors student progress, ensuring they make logical connections.

Asks guiding questions to help students think critically:

- *How does Mateo describe the island?*
- *Why was Dustin's fishing moment special?*
- *What do you think made this vacation fun?*

Cognitive Stage 2: During Reading (Student's Perspective)

- Reads the assigned section of the text carefully.
- Works in groups to **fill out the mind map with relevant details**.
- Compares information with other groups and **adds missing details**.

Process Phase 3: Feedback (Teacher's Perspective)
Organizes a **gallery walk activity**:

- Each group selects a **presenter** to explain their mind map.
- Other students **observe, ask questions, and make additions** to other maps.

Cognitive Stage 3: Post-Reading (Student's Perspective)

- Participates in the **gallery walk**, either as a **presenter** explaining their group's mind map or as a **visitor** observing and asking questions.
- Summarizes the story using their completed mind map.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words **(vacation, island, festival)** and read the text. After reading, they listen to their peers and review their mind maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into places, people, activities, and memories.

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They discuss and negotiate the structure of their mind maps, ensuring logical sequencing.

- **Presentational (Productive):** Students present their completed mind maps to the class, explaining the main events of Mateo's summer vacation. They summarize key details, reflect on personal vacation experiences, and discuss the importance of vacations in creating special memories.

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