Grade: 2nd
Strategy: Summarising
Technique: Structure Mode
Text Type: Fiction

The Donkey and the Horse

Aims of the lesson:
The lesson uses the technique "*Structured Routine*" and aims to:

- help students learn to identify main ideas and find important details that support those ideas;
- teaches students how to take a body of text and reduce it to its essential points for a more focused understanding of the main teaching of the story is.

Text for lesson:
One day, a Donkey and a Horse set off for the mill. The Donkey struggled to walk, burdened by two heavy sacks of grain on its back, while the Horse, carrying nothing, trotted along happily and carefree.

"Oh!" gasped the Donkey. "These sacks are so heavy! I can barely breathe. If I fall, I might not survive. Please, Horse, help me! Ask our master to move one sack onto your back."

But the Horse ignored the Donkey's plea, pretending not to hear.

As they reached a rocky trail, the Donkey lost its balance, stumbled, and fell. Under the weight of the sacks, it took its last breath.

Seeing this, the owner untied the Donkey's harness and placed all the sacks onto the Horse's back. Then, he whipped the Horse and ordered it to move on. Now, carrying an even heavier load, the Horse strained, sighed, and turned back to look at the fallen Donkey.

"Oh, dear friend," the Horse lamented. "If only I had helped you when you asked, I would now be carrying just one sack instead of two... and my journey would have been much easier."

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared:

- a table of questions for the students to complete after reading the text;
- images of elephant, stork, lion, donkey, horse and sheep;
- a flip chart that the teacher will need to record students' ideas.

Cognitive stage 1 (Students' perspective)
Phase 1: Pre-reading – As an introductory activity, each child draws from the "deck" one picture of an animal, and demonstrates its

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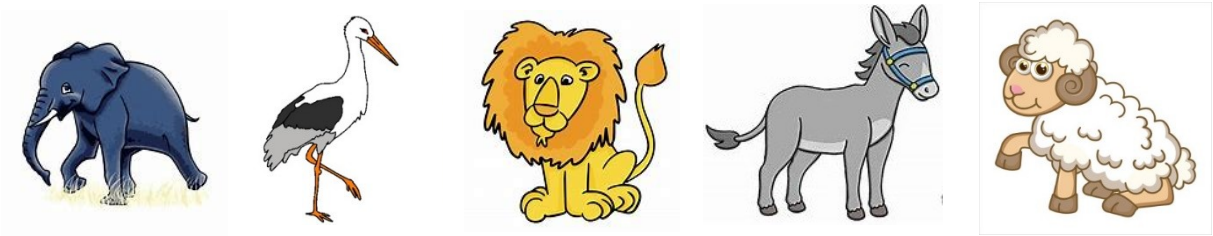
movements and sounds so that the others guess what animal this is. Next students answer which ones they have seen to be used for transporting loads of goods and how.

Process phase 2: (Teachers' perspective)- Teaching

The teacher explains the nature and purpose of summarizing, what main idea means, what supporting facts are, how to decide if a detail is important or not, and how to choose key words and important points in a story. Then the teacher demonstrates how the five finger chart works (someone, wanted, but, then, what questions). The teacher divides the



class into three groups.

Cognitive stage 2 (Students' perspective) - During reading

Students work in groups. They read the text, and note down the main points on the five fingers chart.

Process phase 3: Feedback (Teachers' perspective)

The teacher visits each group and supports their work with further guidance, answers their questions (if students have any) and provides feedback on what they already have produced.

Cognitive stage 3 (Students' perspective) - Post reading:

Step 1: Students work in their group to provide full sentence answers. Then they change groups, compare and discuss with their new partners their answers, and modify them accordingly.

Step 2: After completing the activity, the teacher tasks the students in their groups to come up with a short story about helping a friend in need. The teacher summarizes the ideas on a flip chart.

Ways of Communication:

- **Interpretive –** Students read the text and take notes on key words; connect the word with the image (donkey and horse);
- **Interpersonal (mixed) –** Students negotiate and share their answers in the chart and create a short a story.
- **Presentational (productive)** – Students explain to their partners what they noted and why, then record their final answers in the table. Students present their story about friendship.

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