

David Next Door

CLASS ACTIVITIES

Fluent Reading | 2nd Grade



LITERACY



MINDSET

What are the elements of a story?

Use this essential question to guide student learning with class discussion and inquiry activities.

1. ANSWER QUESTIONS ABOUT A STORY (20 MINUTES)

The book *David Next Door* has many nuances that students may need help interpreting in order to fully understand the story. While reading the book aloud, support understanding by asking guiding questions. Encourage students to use details from the text and/or the illustrations to support their answers. Here are some guiding questions to consider asking:

- (pg. 2) Who is telling this story? (It may help to point out to students the image of the narrator in the background of the picture on page 2.)
- (pg. 3) In what ways is David “different”?
- (pg. 4) Why does David’s mother “talk to him with her hands”?
- (pg. 6) Why does the narrator “wonder” so much about David? (Point out the three “I wonder” statements on page 5-6.)
- (pg. 7) Point out the clues to David’s disabilities on this page (“something happened before David was born” and “David can’t even hear me say hello”). Why does the narrator wonder whether he can be David’s friend?
- (pg. 9-11) Why might David be crying?
- (pg. 12) Why does David sing a “happy song” at the end of the story?

2. DETERMINE THE MAIN IDEA (45 MINUTES)

Remind students (or introduce, if this is their first time with the topic) that the main idea is the most important idea in a story. Begin by distinguishing *topic* (a few words telling what the story is about) and *main idea* (a sentence telling the most important idea about the topic).

It is helpful to discuss some examples of *topic* and *main idea* from well-known stories or movies (or stories that have already been read as a class). As you discuss, point out key details that help support the main idea. Some examples might be:

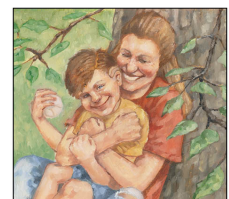
- *Cinderella* (topic: a kind young lady who is mistreated; main idea: The kindness of Cinderella helps her find happiness.)
- *Harry Potter* (topic: a child wizard; main idea: The goodness of Harry is stronger than the evil of the dark wizard.)

David Next Door



Written by Melanie L. Babendreier
Illustrated by Amy Bates

David de la casa de al lado



Escrito por Melanie L. Babendreier
Ilustrado por Amy Bates
Traducido por Daisy Bratcher

Use the Spanish book [David de la casa de al lado](#) to help support Spanish-speaking ELL students with these activities.

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- *The Wizard of Oz* (topic: a girl lost in a strange land; main idea: Dorothy learns that home is what matters most.)

You can help students identify main idea by asking them these prompting questions:

- What does the author want me to know about the topic?
- What is most important about the story?
- What is the story mostly about?

When students have a grasp of the concept of topic and main idea, provide to each of them a copy of the [Main Idea and Supporting Details](#) graphic organizer. Have students work with a partner or in small groups to determine the topic, main idea, and supporting details for *David Next Door*. When students have completed the assignment, discuss their answers as a class. Remind students that there can be multiple correct answers.

3. UNDERSTAND THE STRUCTURE OF A STORY (30 MINUTES)

Explain to students that while every story is different, most stories have similar elements. Define the following terms (consider posting them in an area of the classroom so that students see them frequently):

- Setting: where and when the story takes place
- Character: a person, animal, or creature that is part of the action in a story
- Plot: the sequence of events in a story, including the beginning, middle, and end

Provide to students the [Story Map](#) graphic organizer. Have them work individually or in pairs to fill out the story elements for *David Next Door*. When students are finished, discuss their answers as a class.

4. DRAFT A NARRATIVE ABOUT FRIENDSHIP (1 HOUR)

Remind students that *David Next Door* is about two boys meeting and becoming friends. Tell students that they will be writing a story about a time they met a new friend. Provide them with the [Story Map](#) graphic organizer to plan the details of their story.

After students have completed the Story Map for their narrative, have them write a draft of their narrative. Remind them to write in complete sentences and to make sure that their story has a beginning, a middle, and an end.



ELL SUPPORT

While reading the book, pause regularly to ask comprehension check questions via circling. Review the details of the story using questions that are not open-ended.

Name _____ Date _____		
Story Map		
Fill in the map with the main elements from the story.		
Title: _____		Author: _____
Setting	Character(s)	
Where? When?	Who?	
Beginning	Middle	End
First...	Next...	Last...
<small>© Waterford.org</small>		

Story Map

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5. REVISE A NARRATIVE (30 MINUTES)

After students have finished their drafts, read each one and identify at least one area where each narrative could benefit from additional details. Provide feedback for each student with recommendations for adding details. Then have each student revise their narrative by adding details as outlined in the feedback.

6. PUBLISH A NARRATIVE (1 HOUR)

Have students publish their writing using a word processing program. Provide students with guidance on using the program, including:

- Setting up the document (using a header, indenting, spacing, etc.)
- Saving the document
- Printing the document