

Lesson Plan

Learning Segment Focus Compare and Contrast two versions of the same book Lesson: 1 of 1

Course & topic addressed: Language Arts Compare and Contrast Date: 09-18-2020 Grade: 2

Student Outcomes

Specific learning objectives for this lesson.	Students will learn to compare and contrast two versions of the story “Three Little Pigs.”
Justify how learning tasks are appropriate using examples of students’ prior academic learning.	These learning tasks are appropriate for grade 2. The two stories are on grade level and the lesson is based on the Arkansas Academic Standards for second grade English Language Arts.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets.	Students will understand the likes differences in the two books written by different authors from different cultures.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.2.9- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different author or from different cultures.
---	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Compare Contrast
---	-----------------------------

Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?	The content and language focus is compare and contrast two versions of the same story from different authors. This is utilized in the lesson by a compare and contrast chart created in the lesson.
--	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Book: “The Three Little Pigs” By: Alyse Sweeney Book: “The Three Little Pigs” By: James Marshall Model: compare and contrast chart (can be created on computer application “Inspiration” or drawn on white board)
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil and paper or template on computer to create compare and contrast chart.

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
<p>10 minuets 5-10 minuets</p>	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Read “The Three Little Pigs” By: Alyse Sweeney • Explain Vocabulary 	<p>The teacher reads the first book “The Three Little Pigs” By: Alyse Sweeney. The students will sit and listen to the story. The teacher will then ask if the students know what compare and contrast (vocabulary words for lesson) mean. The teacher will write the definition the class comes up with for each vocabulary word on the board. Ex: Compare- taking two or more stories or objects and finding key things they have in common. Contrast- taking two or more stories or objects and finding key events that are different. The teacher will then explain: next we are going to read the same story that was written by a different author and compare and contrast the two stories. While we read this different account of the story keep the other account and events in your mind.</p>
<p>10 minutes 15-20 minuets</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Read “The Three Little Pigs” By: James Marshall • Create Compare and Contrast Chart 	<p>The teacher now reads the second account of the story “The Three Little Pigs” By: James Marshall. After reading the story the teacher will create and compare and contrast chart with students. The students will come up with events that are alike and different from each story. The students they will create the chart on their paper as the teacher creates the chart.</p>
<p>5-10 minuets</p>	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Review lesson 	<p>Review key vocabulary words from the lesson and go over the chart created in class.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>After the assessment there will be a remediation of the lesson for the students who need it. The remediation will be designed to insure that the children understand the content of the lesson.</p>
--	---

Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>To insure all student's needs are met explicit instruction will take place in this lesson.</p>
---	--

Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>This lesson will have a formative assessment over this lesson. Each student will be asked to fill out a short statement on the main point of the lecture.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>www.readworks.org is a website that can be used to justify the choices made in creating this lesson over compare and contrasting to second grade students.</p>
--	--

Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
---	--

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

Compare and Contrast
Characterize similarities and differences between two concepts or topics using symbols and text. Build out the graphic organizer, using notes to provide detail. To expand your document into writing, switch to Outline View. To create a presentation, finish your work using the Presentation Manager.

Compare and Contrast

