Name: **Hope Barnes**

Lesson Plan

Learning Segment Focus____**Structure of a Story**____**Lesson** __2__ **of** __3__

Course & topic addressed ___**Literacy-Storytelling**___**Date** __2/11/20__ **Grade** 2

Student Outcomes

Specific learning **objectives** for this lesson.	Students will understand how a story is organized including beginning, middle, and end. Students will understand that a plot includes characters, setting, a problem, and a solution.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have been introduced to the components of a story in previous lessons. This includes title, author, setting, and characters. Students are expanding on this by learning the sequence of a story.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Classroom demographics include around 80% white and 20% African-American or Hispanic. Most students live in a rural area with direct family (parents and/or grandparents). Data suggests most are at or below the poverty line.

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.2.3 Describe how characters in a story respond to major events and challenges. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Character** **Conclusion** **Introduction** **Setting** **Resolution** **Plot**	**Summary**

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 students will receive both verbal and written instructions on each activity. • When figuring out the components of the story, students are evaluating and explaining. • Students are creating a sequence based on the beginning, middle, and end of the story.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Printed out story (one for each student) https://www.superteacherworksheets.com/reading-comp/2nd-superjoey_TZZTW.pdf?up=1466611200

	Printed out worksheet (one for each student) Colors Fiction Webs (one for each student)
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	n/a

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)
15 minutes	**Introduction**: - Introduction including description of day's activity (5 mins) - Inquiry about components of a day, leading into components of a story (10 mins)	- Teacher will start class with an overview of a story and ask the students say the beginning, middle, and end of common things. Ex.) the school day, a basketball game, a week - Students will raise their hand to tell either the beginning, middle, or end of the discussed event
60 minutes	**Instruction:** - Teacher hands out story and explains instruction for reading aloud (5 mins) - Students read the story aloud (10 mins) - Students complete worksheets (15 mins) - Students complete Graphic Organizer Webs (30 mins)	- The teacher will pass out the story "Superhero Joey" to each student. The teacher will then call on students to read the story. There should be a different student reading each paragraph. (Before the beginning, middle, and end, the teacher should exclaim the part of the story they are approaching.) - After the story, have the students independently complete the worksheet identifying the different parts of the story. - When the worksheet is complete, the teacher will pass out the blank Fiction Webs to each student. This is not an independent activity and the students can work as a table to complete their own graphic organizer.
15 minutes	**Closure:** - Students can present their webs and/or drawn pictures to the class (10 mins) - Clean up (5 mins)	Teach will give the opportunity for an individual or group to present their graphic organizers and/or drawn pictures of the story (from the worksheet)

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	. .Remeditation: I will look for specific student remediation before presenting the lesson so I am prepared. If needed, a student can work one-on-one with me on the project. - Intervention: Any student needing reading help can sound the text out loud or come to me with concerns. - IEP/504: I will follow IEP and 504 guidelines in my lesson planning and instruction - LEP/ESL: If attempts to help the student understand fail, I can make create instructions in the language needed. I can also use google translate

Differentiation

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.)	**Students are given explicit printed out instructions as well as verbal instructions.** **Students are put into groups to ensure they have support in completing the project.** **Teacher will hand out the complete story to each student so they can follow along, highlight, and mark as needed**

Assessments: Formative and/or Summative

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).	∗ Formative /☐ Summative	Students will individually complete a worksheet.
	∗ Formative /☐ Summative	Students will complete webs as a group.
	☐ Formative /☐ Summative	

Research/Theory

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.**	- Students will receive the information in visual, verbal, and written methods. Teaching in several different learning styles has been proven to increase student understanding. - Student will work in groups to strengthen oral language capabilities.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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

Story and Worksheet: https://www.superteacherworksheets.com/reading-comp/2nd-superjoey_TZZTW.pdf?up=1466611200

https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx

Characters

Main Character
1.) Joey

Other Characters
1.) Joey's Dad
2.) Joey's mom
...

Superhero Joey by Katehrine Rollins

Plot Summary
(1-2 sentences)
...

Beginning:
Joey is getting ready for the costume contest

Middle:
Joey has to take his sister to the party. He creates a costume for
...

Ending:
Joey and his sister win the costume contest.

Setting:
Joey's house

New Vocabulary

Vocabulary
1.) costume
2.) contest
3.) superhero

Thoughts on the book:
I thought this book was very interesting. I am glad Joey and his sister won the contest.