

edTPA

Task 1—Part B

3 Lesson Plans in the Learning Segment

Lesson Plan One:

Onomatopoeia

The Remarkable Farkle McBride

Lesson Plan

Your Name: Darci Jezik Date: 9/18/2013 Subject: Literacy Grade Level: 2 Time needed: 90 minutes

Preliminary Planning

Central Focus:

Students will learn some figurative language, onomatopoeia, through *The Remarkable Farkle McBride*. Students will reinforce their knowledge of onomatopoeia through their basal story, *Violet's Music*. Figurative language, such as onomatopoeia, reinforces words meaning and aids in comprehension and meaning by appealing to the senses. Students will also be working on story elements and sequence of events while reading *Violet's Music*; story elements and sequence of events aide in comprehension and fluency.

Topic: Figurative language, more specifically, onomatopoeia and story elements and sequence of events.

Rationale:

Violet's Music contains a lot of onomatopoeia; it is also something that you see on an almost daily basis in all forms of media. I also believe it is an appropriate way to communicate many different feelings in writing, especially in illustrations. I decided to do this lesson because onomatopoeia is something so common, is a major part of the story *Violet's Music*, and is a fun type of word. Since the students had been learning about sequence of events and story elements, I decided to supplement the *Violet's Music* with *The Incredible Farkle McBride* and do an activity that addresses the figurative language used in the story, onomatopoeia.

Prior Student Knowledge:

This class consists of 23 students, 2 students have IEPs and several others receive Rtl services. Students read stories from their basil series, Journeys. Right now, they are reading *Violet's Music*. The students read one story a week. This story was introduced in the beginning of the week; they will continue to read it until the week ends. The students will also complete various assignments and activities to supplement the story, and the elements and techniques the story lends itself to, such as onomatopoeia. Through *The Remarkable Farkle McBride* students will strengthen their knowledge of rhyming. I will remind students the importance of voice and expression while reading and model it while reading the story. Students have been learning about story elements and sequence of events since the beginning of the year. I have been observing the classroom teacher teaching this to the students. When it came time to plan my learning segment, my cooperating teacher gave me direction on where she would like to see the lessons go. Students will use *Violet's Music* to strengthen their ability to pull the story elements and sequence of events from a story. According to last year's MAP scores, students range from the 99th percentile to the 4th percentile, with a majority of the students falling in the 40th – 70th percentile ranges.

Illinois Learning Standards addressed:

ELA:

CC.2.R.L.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CC.2.R.L.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Social Emotional:

2C.1b: Demonstrate appropriate social and classroom behavior.

3B.1b: Make positive choices when interacting with classmates.

Learning Objectives:

1. Given a blank comic strip, the students will create a story using onomatopoeia in order to describe how words and phrases give meaning to a story with 80% accuracy. (intrapersonal, linguistic, visual/spatial) (cognitive) (CC.2.R.L.4)
2. Given a story map and the story *Violet's Music* the students will be able to recognize and describe (in a short sentence) story elements and sequence of events in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
3. Given the opportunity to interact with their peers during both activities, the students will act appropriately in order to demonstrate good social and classroom behavior and the ability to make positive choices when interacting with classmates. (interpersonal, linguistic) (affective) (2C.1b, 3B.1b)

Academic Language:

- **Key Vocabulary:**

Onomatopoeia: I will teach this vocabulary word by first demonstrating it by saying words like, bam, pow, meow, and moo. I will tell the students that it is a word that is made from a sound. I will ask the students if they can think of any. I will ask the students if they can remember if there was any onomatopoeia in *Violet's Music*. If they can recall some, I will ask them to tell the class. I will reinforce the conversation by reading *The Incredible Farkle McBride*.

Story Elements (setting, plot, characters): The students have been working on story elements for a few stories, I will remind the students of the necessary vocabulary by discussing it with the students and writing it on the white boards. They will also be reminded again when I explain the activity.

Sequence of Events: I will remind the students that sequence of events means the order that things happened in.

- **Language Functions:**

In order to express their developing understanding of the content I am teaching, students will create a comic strip using onomatopoeia. Students will also verbally tell me examples of onomatopoeia while on the carpet and when I walk around the room. Students will also

demonstrate their understanding of sequence of events and story elements through the completion of their story map.

- **Opportunities for Practice:**

Students will have the opportunity to practice the new language to develop fluency through the activities in the lesson. They will also have the opportunity to develop fluency through discussions on the carpet. Students will also have the opportunity to practice while I walk around the room and talk with them about their assignments.

Language Objectives:

4. Given a story, comic strip, or picture, students will be able to recognize the onomatopoeia in order to describe how words and phrases give meaning to a story with 80% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.4)
5. Given a story, comic strip, or picture, students will be able to describe the onomatopoeia in order to demonstrate how words and phrases give meaning to a story with 80% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.4)

Formative Assessment (Process):

I will know that students are learning/working towards the goals by their work, participation level in group discussion, responses to my questions, and classroom behavior and with their peers, and their conversations with me. I expect to observe students working appropriately in the classroom, writing/illustration accurate descriptions of the story element, and correctly using onomatopoeia in their comic strips. I will record what I see and hear by jotting down some notes in my notebook throughout the lesson. There are no recorded grades at this grade level. I will jot down little notes about their level of understanding, what they need to work on, and what they are excelling at.

Summative Assessment (Product):

I will collect two work samples from each student, a story map and a comic strip. These two assessments will document student achievement. Students will demonstrate their understanding by the completion of their work. I will modify assessments for some of the students by allowing them to write shorter descriptions of the BME. The two students on IEPs work with a 1:1 aide, together they work on writing short sentences. I believe this is an adequate modification. Other students that are in the 90th percentile or above, according to MAP scores, will be required to write longer sentences.

Preparation:

- Create comic strip prompt.
- Create PowerPoint presentation.
- Acquire *The Remarkable Farkle McBride*.
- Acquire *Violet's Music*.

Technology used:

- Computer
- PowerPoint

- Overhead projector
- Photoshop, used to create comic strip

Classroom Setting:

Students will begin on the carpet and move to their desks later in the lesson. In the rear of the room, there is a small area with an oval carpet and an easel. After the story is read, students will move to their desks. Desks will be arranged in 4 tables comprised of 4 desks each and one table comprised of 7 desks.

Anticipated Problems:

1. Students may become loud when working on their comic strips or sequence of events at their desks. (I will remind students of classroom expectation after explaining the activity. I will also frequently remind the students to use indoor voices if I notice things getting a little out of control.)
2. Students might jump up and run to their desks when told they will be doing an activity at their desks. (I will remind the students to remain seated until they are dismissed from the carpet.)
3. Students might be distracted by the camera. (Remind students that the camera is there, and remind them why it is there. I will also give the students an opportunity to make faces and get all the wiggles out in front of the camera.)

Instructional Plan

Engage, Connect, and Launch

Invite students over to the carpet. Say: CRASH! BOOM! BANG! Those are all words, right? But, they're also, (gesture to ear)... sounds? Do you remember in Violet's Music, when she was playing her guitar the story said, "Plink, Plink, Pluck, Pluck?" Those were words, right? But, they were sounds, right? Well, these types of words have a name. When words that make sounds are used, they're called: onomatopoeia. Onomatopoeia is a word that is also a sound, or a word that is the sound of something. This is what we will be learning all about today! Can anyone think of any examples of onomatopoeia?

Sequence of Learning Activities:

Activity #1: *Vocabulary Introduction:* I will be reading a story to the students to help reinforce the definition of onomatopoeia. (CC.2.R.L.4, 2C.1b, 3B.1b)) (20 minutes)

1. First I will read a book called: *The Remarkable Farkle McBride*.
2. Remind students of classroom expectations. (objective 3)
3. Tell students to listen for onomatopoeia.
4. Read the book.
5. Use voice and expression.
6. Stop during first example of onomatopoeia and ask students if they can think it was used on this page? Ask if they heard it. (objectives 4 & 5)
7. Continue reading the story.
8. During each use of onomatopoeia ask if they heard its use. (objectives 4 & 5)

Transition: Once the book is finished, describe the first activity and ask students to return to their desks. (objective 3)

Activity #2: *Onomatopoeia Comic Strip*: To help reinforce the definition of onomatopoeia even more and to help demonstrate their understanding of the word, students will create a comic strip using the 6 frame template and onomatopoeia. (CC.2.R.L.4, 2C.1b, 3B.1b) (30 minutes)

9. While they're getting to their desks, turn on the projector (hook computer up prior to lesson, have ppt ready to go).
10. Talk about more examples of onomatopoeia, moo, oink, ruff.
11. Onomatopoeia is commonly used in comic strips. (objectives 4 & 5)
12. How many of you read comic books, or have read a comic strip in the newspaper? (objectives 4 & 5)
13. Have you ever seen anything like the "POW" that is on this Batman comic strip? (objectives 4 & 5)
14. How about this comic strip? Does anyone know who this is? (objectives 4 & 5)
15. It's Charlie Brown, or Peanuts! (objectives 4 & 5)
16. Read comic strip. (objectives 4 & 5)
17. Who can tell me where onomatopoeia is used in this comic strip? (objectives 4 & 5)
18. Right! When the bat hits the ball and when the blanket falls on Charlie Brown's head! (objectives 4 & 5)
19. Nest slide: Here are a bunch of examples of onomatopoeia to give you some more ideas of when and how it's used. (objectives 4 & 5)
20. So, next, we're going to create a comic strip that uses onomatopoeia. (objectives 1, 4 & 5)
21. Prompt: Using onomatopoeia, illustrate something about yourself. A sport, instrument, or games you play are some ideas, but you may use whatever you like.
22. Model activity on the white board using the image on the projector. (Bowling story: Ms. J. Goes Bowling) (Objectives 3, 4 & 5)
23. Draw a comic strip in the boxes provides, use onomatopoeia, and remember to think about your sequence of events! (objectives 1, 2, 4, & 5)
24. Allow some time to complete activity. (Objectives 1, 3, 4 & 5)

Transition: Ask the students to come back to the carpet with their Journeys books. (objective 3)

Activity #3: *Re-reading Violet's Music*: Re-reading *Violet's Music*, the story of the week, will reinforce their knowledge of onomatopoeia and show them another example of its use in literature. The students have been reading this story all week. Students will also be paying attention to story elements and sequence of events. (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6, 2C.1b, 3B.1b) (15 minutes)

25. Tell them that there is a lot of onomatopoeia in *Violet's Music*, the basal story they have been reading all week.
26. Tell the students that they will be spending some time reading *Violet's Music* again.
27. Ask the students what the story elements and sequence of events are again. (objective 2)
28. Write their answers on the white board.
29. Tell the students to pay attention to the story elements. (objective 2)
30. Ask the students if they want to 'read to someone' to stand up and silently choose their partners. (objective 3)
31. Ask the students that want to 'read to self' to begin reading to self. (objective 3)

Transition: After 10 minutes, ask students to come back to the carpet. (objective 3)

Activity #4: *Story Elements and Sequence of Events Story Map*: Writing the story elements in a graphic organizer will help the students organize and visualize the sequence of events from the story, *Violet's Music*. This activity will help strengthen their ability to recognize and understanding of story elements. (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6, 2C.1b, 3B.1b) (25 minutes)

32. Describe the activity: Story map, write the characters and setting in the appropriate boxes. Then, under plot, describe what happened, in short sentences, in the beginning, the middle, and the end. (objective 2)
33. Tell the students that they may grab a clipboard and sit around the room where ever they please. (objective 3)

Transition: Once students are finished with their assignments, they may get a book from their book bags and read quietly to self until it is time to transition to the next class. (objective 3)

Differentiation/Planned Support:

Whole Class: Reading to a partner will allow the students to help each other out if there is a particular part they find challenging. I also plan on using a computer and projector to display examples of onomatopoeia to the students. This will give them a visual of what it looks like on a comic strip to help with the assignment.

Groups of students with similar needs: The students all sit at groups, or table, of 4 desks; one table has 7 desks. This is advantageous because it allows the teacher to discuss similar questions and reinforce the instructions with a small group of students.

Individual students: The classroom teacher, the aide, and I will all be walking around the classroom monitoring the students and will be available if help is needed.

Students with IEP's or 504 plans: There are two students with IEPs, these students have access to a 1:1/classroom aide. These students will be allowed to write shorter sentences on their graphic organizers. I will also support them individually when needed.

Closure:

I will ask the students what onomatopoeia is. I will then ask them to give me an example of some onomatopoeia. I will ask the students if anybody would like to share their comic strips with the rest of the class.

Assignment:

No assignment

Next Steps:

The students will continue to work on sequence of events. They will also continue to read *Violet's Music* for the rest of the week. The *Journeys* book, and curriculum for the school, require the students to work on one story per week. I believe this is good because a lot of the ELA RL and RI common core standards have to do with being able to recognize key story elements for understanding. There is also a standard that requires the students to compare and contrast two different versions of the same story. I feel that it is necessary to be able to recognize key story elements in order to compare and contrast two stories. The comic strip portion of the

lesson could be added to address 21st century themes in the social sciences during a study on political cartoons.

Post-Instructional Reflection

Assessment/Evaluation of Student Learning:

- What worked? What did not work? For whom? Why? Use specific examples of students' work, actions, or quotes to support your claims.
- In what ways did you monitor student learning during the lesson?
- How did you determine your students' understanding?
- Describe the ways in which you used formative assessments to inform your teaching decisions during the lesson.
- What feedback did you provide? How did your feedback support students in meeting the goals of the lesson?

Summative Assessment (Product)

Reflection of Teaching/Reflective Commentary:

- If you could teach this lesson to the same group of students again, what are two-three things you would do differently to improve the learning of your students? How would the changes improve the learning of students with different needs and characteristics? Was the lesson taught as planned? If not, what changes were made to the lesson and why?
- What will be your next steps instructionally? Why? Do you have data to support these next steps?
- What did you learn about your students as learners? What have you learned about yourself as a teacher?
- What goals do you have for yourself as you plan future lessons?

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Task 1—Part B

3 Lesson Plans in the Learning Segment

Lesson Plan Two:
Story Elements
The Three Little Pigs

Lesson Plan

Your Name: **Darci Jezik** Date: **9/19/2013** Subject: **Literacy** Grade Level: **2** Time needed: **90 minutes**

Preliminary Planning

Central Focus:

Students will enforce their knowledge of sequence of events and story elements through reading *The Three Little Pigs*.

Topic:

Story elements, sequence of events, compare and contrast.

Rationale:

Understanding story elements and sequence of events is crucial to understanding what you are reading in a story, it aides in comprehension and fluency. This assignment reinforces what the students have been learning about story elements and sequence of events. I decided to use *The Three Little Pigs* because it is something they are familiar with and because I wanted the students to compare and contrast a different version of the same story with the intention of facilitating a connection between story elements and sequence of events with comprehension. I also think that reading a different version of the same story, with the original story elements fresh in their heads, will allow them a better opportunity to compare and contrast the two versions.

Prior Student Knowledge:

This class consists of 23 students, 2 students have IEPs and several others receive Rtl services. The students have been working on sequence of events and story elements. Through *The Three Little Pigs* students will strengthen their knowledge of story elements and sequence of events. I will remind students the importance of voice and expression while reading and model it while reading the story.

Illinois Learning Standards addressed:

ELA:

CC.2.R.L.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.R.L.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CC.2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CC.2.R.L.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Social Emotional:

2C.1b: Demonstrate appropriate social and classroom behavior.

3B.1b: Make positive choices when interacting with classmates.

Learning Objectives:

1. Given a *The Three Little Pigs* and *The True Story of The Three Little Pigs*, the students will be able to recognize story elements in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
2. Given the opportunity to interact with their peers during both activities, the students will act appropriately in order to demonstrate good social and classroom behavior and the ability to make positive choices when interacting with classmates. (interpersonal, linguistic) (affective) (2C.1b, 3B.1b)
3. Given a blank graphic organizer for story elements; students will write complete sentences and draw accurate illustrations in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
4. Given an alternate version of the story, students will be able to recognize story elements in order to compare and contrast two versions of the same story. (interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.2, CC.2.R.L.7, CC.2.R.I.6, CC.2.R.L.9)

Academic Language:

- **Key Vocabulary:** *Story Elements (setting, plot, characters, beginning, middle, end):* The students have been working on story elements for a few stories, I will remind the students of the necessary vocabulary by discussing it with the students and writing it on the white board. They will also be reminded again when I explain the activity.
- **Language Functions:** Students will also demonstrate their understanding of sequence of events and story elements through the completion of their story map. Students will also have an opportunity to demonstrate their developing understanding of the content language through the discussion on the carpet prior to reading the story.
- **Opportunities for Practice:** Students will have the opportunity to practice the new language to develop fluency through the completion of the graphic organizer and class discussions. They will also have the opportunity to develop fluency through discussions on the carpet. Students will also have the opportunity to practice while I walk around the room and talk with them about their assignments.

Language Objectives:

5. Given *The Three Little Pigs* and *The True Story of The Three Little Pigs*, the learners will be able to verbally state what story elements are in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
6. Given a *The Three Little Pigs* and *The True Story of The Three Little Pigs*, the learners will be able to summarize a story using proper story element terminology in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the

text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)

Formative Assessment (Process):

I will know that students are learning/working towards the goals by their work, participation level in group discussion, responses to my questions, and classroom behavior and with their peers, and their conversations with me. I expect to observe students working appropriately in the classroom, writing/illustration accurate descriptions of the story element, and correctly using onomatopoeia in their comic strips. I will record what I see and hear by jotting down some notes in my notebook throughout the lesson. There are no recorded grades at this grade level. I will jot down little notes about their level of understanding, what they need to work on, and what they are excelling at.

Summative Assessment (Product):

I will collect one work sample from each student; a story element graphic organizer. This assessment will document student achievement. Students will demonstrate their understanding by the completion of their work. I will modify assessments for some of the students by allowing them to write short descriptions of the BME. The two students on IEPs work with a 1:1 aide, together they work on writing short sentences. I believe this is an adequate modification. I will also allow it from a select few students that receive Rtl services. Other students that are in the 90th percentile or above, according to MAP scores, will be required to write longer sentences.

Preparation:

- Acquire *The Three Little Pigs*.
- Acquire story elements graphic organizer.
- Scan and prepare story element file for projection

Technology used:

- Projector
- Computer

Classroom Setting:

Students will begin on the carpet and move to their desks later in the lesson. In the rear of the room, there is a small area with an oval carpet and an easel. After the story is read, students will move to their desks. Desks will be arranged in 4 tables comprised of 4 desks each and one table comprised of 7 in desks

Anticipated Problems:

1. Students may become loud when working on their graphic organizer at their desks. (I will remind students of classroom expectation after explaining the activity. I will also frequently remind the students to use indoor voices if I notice things getting a little out of control.)
2. Students might jump up and run to their desks when told they will be doing an activity at their desks. (I will remind the students to remain seated until they are dismissed from the carpet.)

3. Students might be distracted by the camera. (Remind students that the camera is there, and remind them why it is there. I will also give the students an opportunity to make faces and get all the wiggles out in front of the camera.)

Instructional Plan

Engage, Connect, and Launch

Invite the students over to the carpet. Say: I'll HUFF, and I'll PUFF, and I'll BLOW YOUR HOUSE IN! Who can tell me who said that? Has everyone heard of the story of *The Three Little Pigs*? Can anyone tell me what it's about? (Wait for response) Right, you just recognized the story elements of *The Three Little Pigs*! You just talked about the sequence of events, the characters, the setting, and the plot. So, we're going to be doing that today with *The Three Little Pigs* (hold up the book). We're going to use this story and we're going to fill in a graphic organizer, much like we've been doing with *Violet's Music*. Afterwards, I'm going to show you a different book about *The Three Little Pigs*, but it's going to be VERY different, it's going to be told from the point of view of the wolf!

Sequence of Learning Activities:

Activity #1: Read Aloud/Story Element Review: To reinforce story elements, we will have a review prior to reading the story so the students know what they should be listening to. (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6) (20 minutes)

1. We are going to read *The Three Little Pigs*, but first we are going to review the story elements.
2. Who can tell me what the story elements are? (objectives 1, 5, & 6)
3. Answers: setting, characters, plot (beginning, middle, end). (objectives 1, 5, & 6)
4. Write answers on the white board.
5. Tell the students to listen for the story elements and to make a mental note of them. (objectives 1, 5, & 6)
6. Remind them about voice and expression.
7. Read the story.
8. Give an explanation of the graphic organizer. (objective 3)

Transition: Students may return to their desks where they will work on their graphic organizers. (objectives 3 & 2)

Activity #2: Graphic Organizer: To help reinforce their ability to recognize story elements, students will fill out a graphic organizer for the story *The Three Little Pigs*. (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6) (40 minutes)

9. Explain activity: Write a sentence about the beginning, middle, and end of the story *The Three Little Pigs*, and illustrate your sentence in the space above. (objectives, 1, 3, 5, & 6)
10. Project graphic organizer onto the screen with computer and projector.
11. Explain the graphic organizer to the students.
12. Ask teacher's assistant to pass out the graphic organizers to the other students. (objective 2)
13. Remind students of the classroom expectations. (objective 2)
14. Walk around and monitor students understanding of story elements, BME, and the graphic organizer itself. (objectives, 1, 3, 5, & 6)

Transition: Students will return to the carpet for a read aloud of *The True Story of The Three Little Pigs*. (objectives 2 & 4).

Activity #3: Compare and Contrast: Students will strengthen their understanding of story elements, and compare and contrast the two versions of *The Three Little Pigs*. (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6, CC.2.R.L.9) (30 minutes)

15. Tell students that a lot of times, there is more than one side of a story, and that next we were going to hear Wolf's side of the story.
16. Review the BME of the first story, what happened at the straw house, what happened at the stick house, and what happened at the brick house. (objectives 1, 5, & 6)
17. Write responses on the white board.
18. Show students the book for *The True Story of the Three Little Pigs*.
19. Ask them if they think Wolf's story is going to be a lot different than the story we heard first.
20. Read the story.
21. Stop at main story parts (i.e., at the different houses), and ask the students if they can remember what happened in the other story. (Objectives, 1, 4, 5, & 6)
22. Compare and contrast between the two stories at each main part of the book. (Objectives, 1, 4, 5, & 6)
23. Once the book is finished, compare and contrast the two endings (in the original one, the last pig eats the wolf for supper, in the second one the wolf lives to retell the story his way). (Objectives, 1, 4, 5, & 6)

Transition

Differentiation/Planned Support:

Whole Class: I plan on using a computer and projector to display examples of the graphic organizer to the students.

Groups of students with similar needs: The students all sit at groups, or table, of 4 desks; one table has 7 desks. This is advantageous because it allows the teacher to discuss similar questions and reinforce the instructions with a small group of students.

Individual students: The classroom teacher, the aide, and I will all be walking around the classroom monitoring the students and will be available if help is needed.

Students with IEP's or 504 plans: There are two students with IEPs, these students have access to a 1:1/classroom aide. These students will be allowed to write shorter sentences on their graphic organizers. I will also support them individually when needed.

Closure:

Discuss with the students why it was important to understand the story elements of the first story to understand the story and humor of the second book. I believe reading the second book reinforces the importance of story elements.

Assignment:

No assignment.

Next Steps:

The students will continue to work on sequence of events. They will also continue to read *Violet's Music* for the rest of the week. The *Journeys* book, and curriculum for the school, require the students to work on one story per week. I believe this is good because a lot of the ELA RL and RI common core standards have to do with being able to recognize key story elements for understanding. There is also a standard that requires the students to compare and contrast two different versions of the same story. I feel that it is necessary to be able to recognize key story elements in order to compare and contrast two stories.

Post-Instructional Reflection**Assessment/Evaluation of Student Learning:**

- What worked? What did not work? For whom? Why? Use specific examples of students' work, actions, or quotes to support your claims.
- In what ways did you monitor student learning during the lesson?
- How did you determine your students' understanding?
- Describe the ways in which you used formative assessments to inform your teaching decisions during the lesson.
- What feedback did you provide? How did your feedback support students in meeting the goals of the lesson?

Summative Assessment (Product):**Reflection of Teaching/Reflective Commentary:**

- If you could teach this lesson to the same group of students again, what are two-three things you would do differently to improve the learning of your students? How would the changes improve the learning of students with different needs and characteristics? Was the lesson taught as planned? If not, what changes were made to the lesson and why?
- What will be your next steps instructionally? Why? Do you have data to support these next steps?
- What did you learn about your students as learners? What have you learned about yourself as a teacher?
- What goals do you have for yourself as you plan future lessons?

edTPA

Task 1—Part B

3 Lesson Plans in the Learning Segment

Lesson Plan Three:

Story Elements

Violet's Music

Lesson Plan

Your Name: **Darci Jezik** Date: **9/20/2013** Subject: **Literacy** Grade Level: **2** Time needed: **90 minutes**

Preliminary Planning

Central Focus:

Students will enforce their knowledge of sequence of events and story elements through reading *The Violet's Music*, and filling out a more in depth graphic organizer. They will again reinforce their knowledge of sequence of events and story elements by participating in a read-aloud, followed by a discussion, of a book made up of short stories that retell popular fairy tales called *The Stinky Cheese Man and Other Fairly Stupid Tales*.

Topic:

Story elements, sequence of events.

Rationale:

Understanding story elements is crucial to understanding what you are reading in a story, they aid in comprehension and fluency. This assignment reinforces what the students have been learning about story elements, and gives them some extra practice with a story they are familiar with. The graphic organizer the students are filling out helps with comprehension and critical thinking. The graphic organizer assigned today has three more panels and requires more story elements to be extracted from the story.

Prior Student Knowledge:

This class consists of 23 students, 2 students have IEPs and several others receive RtI services. Students read stories from their basal series, Journeys. Right now, they are reading *Violet's Music*. The students read one story a week. This story was introduced in the beginning of the week; they will continue to read it until the week ends. The students will also complete various assignments and activities to supplement the story, and the elements and techniques the story lends itself to. Through *Violet's Music* students will strengthen their knowledge of story elements. I will remind students the importance of voice and expression while reading and model it while reading the story. We will also be discussing fairy tales. Students are familiar with fairy tales as they are used as read-alouds in class quite often. Students are familiar with comparing and contrasting different stories. I observed the classroom teacher comparing stories several times prior to this learning segment.

Illinois Learning Standards addressed:

ELA:

CC.2.R.L.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.R.L.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CC.2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CC.2.R.1.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CC.2.R.L.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Social Emotional:

2C.1b: Demonstrate appropriate social and classroom behavior.

3B.1b: Make positive choices when interacting with classmates.

Learning Objectives:

1. Given *Violet's Music, The Stinky Cheese Man*, the students will be able to recognize story elements in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
2. Given the opportunity to interact with their peers the students will act appropriately in order to demonstrate good social and classroom behavior and the ability to make positive choices when interacting with classmates. (interpersonal, linguistic) (affective) (2C.1b, 3B.1b)
3. Given a blank graphic organizer for story elements; students will accurately complete story elements and sequence of events in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
4. Given an alternate version of familiar fairy tales, *The Stinky Cheese Man and Other Fairly Stupid Tales*, students will be able to recognize story elements in order to compare and contrast two versions of the same story during whole class discussion. (interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6, CC.2.R.L.9)

Academic Language:

- **Key Vocabulary:**
Story Elements (setting, plot, characters, beginning, middle, end): The students have been working on story elements for a few stories, I will remind the students of the necessary vocabulary by discussing it with the students and writing it on the white board. They will also be reminded again when I explain the activity.
- **Language Functions:** Students will also demonstrate their understanding of sequence of events and story elements through the completion of their story map. Students will also have an opportunity to demonstrate their developing understanding of the content language through the discussion on the carpet prior to reading the story.
- **Opportunities for Practice:**
Students will have the opportunity to practice the new language to develop fluency through the activities in the lesson, filling out graphic organizers and participating in class discussions about stories. They will also have the opportunity to develop fluency through discussions on the carpet. Students will also have the opportunity to practice while I walk around the room and talk with them about their assignments.

Language Objectives:

5. Given *Violet's Music, The Stinky Cheese Man*, the learners will be able to verbally state what story elements are in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
6. Given *Violet's Music, The Stinky Cheese Man*, the learners will be able to discuss a story using proper story element terminology in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)

Formative Assessment (Process):

I will know that students are learning/working towards the goals by their work, participation level in group discussion, responses to my questions, and classroom behavior and with their peers, and their conversations with me. I expect to observe students working appropriately in the classroom, writing/illustration accurate descriptions of the story element, and correctly using onomatopoeia in their comic strips. I will record what I see and hear by jotting down some notes in my notebook throughout the lesson. There are no recorded grades at this grade level. I will jot down little notes about their level of understanding, what they need to work on, and what they are excelling at.

Summative Assessment (Product):

I will collect one work sample from each student; a story circle graphic organizer. This assessment will document student achievement. Students will demonstrate their understanding by the completion of their work. Writing sentences is not a requirement for this activity, only illustrations. This gives the students an opportunity to modify the assignment how they see fit.

Preparation:

- Acquire *Violet's Music*.
- Acquire story circle graphic organizer.
- Scan and prepare story element file for projection

Technology used:

- Projector
- Computer

Classroom Setting:

Students will begin on the carpet and move to their desks later in the lesson. In the rear of the room, there is a small area with an oval carpet and an easel. After the story is read, students will move to their desks. Desks will be arranged in 4 tables comprised of 4 desks each and one table comprised of 7 in desks

Anticipated Problems:

1. Students may become loud when reading *Violet's Music*, *The Stinky Cheese Man* or when working on their graphic organizer at their desks. (I will remind students of classroom expectation after explaining the activity. I will also frequently remind the students to use indoor voices if I notice things getting a little out of control.)
2. Students might jump up and run to their desks when told they will be doing an activity at their desks. (I will remind the students to remain seated until they are dismissed from the carpet.)
3. Students might be distracted by the camera. (Remind students that the camera is there, and remind them why it is there. I will also give the students an opportunity to make faces and get all the wiggles out in front of the camera.)

Instructional Plan

Engage, Connect, and Launch:

Invite the students over to the carpet. Who's *The Stinky Cheese Man*? Has anyone ever heard of *Little Red Riding Hood*? Has anyone ever heard of *The Princess and the Bowling Ball*? Ask the students if they can think of any other fairy tales, like *The Three Little Pigs*. How about *Cinderella* or *Rumpelstiltskin*? How about *Cinderumpelstiltskin*? Well, today we are going to talk more about compare and contrast. I am going to read some stories from *The Stinky Cheese Man*, and then we're going to discuss similarities between the stories you know, and the stories I am about to read to you. Later, we are going to do some partner reading of *Violet's Music* and fill out a graphic organizer for the story.

Activity #1: Compare and Contrast/The Stinky Cheese Man: Reading *The Stinky Cheese Man* and comparing it to other familiar stories, will reinforce the importance of being able to recognize story elements. (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6, CC.2.R.L.9) (35 minutes)

1. Begin reading *The Stinky Cheese Man*.
2. First story: *Chicken Licken* (objectives 1, 4, 5, & 6)
3. Compare with *Chicken Little* (objectives 1, 4, 5, & 6)
4. Second story: *The Princess and the Bowling Ball* (objectives 1, 4, 5, & 6)
5. The students read *The Princess and the Pea* in art class, compare the two stories. (objectives 1, 4, 5, & 6)
6. Third story: *The Really Ugly Duckling* (objectives 1, 4, 5, & 6)
7. Compare with *The Ugly Duckling* (objectives 1, 4, 5, & 6)
8. Fourth story: *The Other Frog Prince* (objectives 1, 4, 5, & 6)
9. Compare with *The Frog Prince* (objectives 1, 4, 5, & 6)
10. Fifth story: *Little Red Riding Hood* (objectives 1, 4, 5, & 6)
11. Compare with *Little Red Riding Hood* (objectives 1, 4, 5, & 6)
12. Sixth story: *Jack's Bean Problem* (objectives 1, 4, 5, & 6)
13. Compare with *Jack and the Bean Stalk* (objectives 1, 4, 5, & 6)
14. Seventh story: *Cinderumpelstiltskin* (objectives 1, 4, 5, & 6)
15. Compare with *Cinderella* and *Rumpelstiltskin* (objectives 1, 4, 5, & 6)
16. Eighth story: *The Tortoise and the Hair* (objectives 1, 4, 5, & 6)
17. Compare with *The Tortoise and the Hare* (objectives 1, 4, 5, & 6)
18. Ninth story: *The Stinky Cheese Man* (objectives 1, 4, 5, & 6)

19. Compare with *The Gingerbread Man* (objectives 1, 4, 5, & 6)
20. Tenth story: *The Boy Who Cried "Cow Patty"* (objectives 1, 4, 5, & 6)
21. Compare with *The Boy Who Cried Wolf* (objectives 1, 4, 5, & 6)
22. Reinforce with the students that in order to understand the humor of *The Stinky Cheese Man*, the needed to have an understanding of the story elements of the other, more familiar, fairy tales. (objectives 1, 4, 5, & 6)

Transition: Students are going to read *Violet's Music* with a partner.

Activity #2: Partner Reading: Students will read *Violet's Music* with a partner with the story elements in mind. Students will work together to recognize story elements that will be used in the graphic organizer in the next activity. (2C.1b, 3B.1b, CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6) (20 minutes)

23. Tell the students that the next activity will be to read *Violet's Music* with a partner. (objective 2)
24. Show the students the graphic organizer that will be filled out after reading the story.
25. Ask the students what the story elements and sequence of events are again. (objectives 1, 2, 5, & 6)
26. Write their answers on the white board.
27. Explain the extra panels, and that they require more details in the middle. Instead of just beginning, middle, end (BME), it's more like, beginning (B), beginning/middle (BM), middle (M), middle/end (ME), end (E) or BMMMMME.
28. Ask students to find a partner and a place to read, quietly. (objective 2)
29. Walk around and monitor students, make sure they are reading and re-reading the story, and discussing the story elements of the story. (objective 2)
30. Turn on the computer; make sure story circle is ready to be projected.

Transition: Group back together at their desks for a more detailed explanation of the story circle.

Activity #3: Story Elements: Students will fill out a more detailed story circle graphic organizer, which requires more details in the middle, to reinforce the techniques and strategies they've been working on. (2C.1b, 3B.1b, CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6) (45 minutes)

31. Ask the students to return to their desks. (objective 2)
32. Turn on projector.
33. Explain the instructions to the story circle. (objectives 1, 3, 5, & 6)
34. Explain to the students that the middle section now requires more details. Instead of just BME, it's more like, B, BM, M, ME, E or BMMMMME. (objectives 1, 3, 5, & 6)
35. Model the story map using the story elements of *The Three Little Pigs*. (objectives 1, 3, 5, & 6)
36. Ask the teacher's assistant to pass out the story circle.
37. Tell the students that one sentence is appropriate, but that a majority of the panel should be used for illustrations. (objectives 1, 3, 5, & 6)
38. Tell the students that the center of the circle is reserved for the title and author of the story. (objectives 1, 3, 5, & 6)
39. Ask the students to take out their art supplies to draw their story elements in the panels of the graphic organizer. (objectives 1, 3, 5, & 6)
40. Ask students to fill out the graphic organizer. (objectives 1, 3, 5, & 6)
41. Walk around the room and monitor the students understanding of the story elements. (objectives 1, 3, 5, & 6)

Transition

Differentiation/Planned Support:

Whole Class: Reading to a partner will allow the students to help each other out if there is a particular part they find challenging. I also plan on using a computer and projector to display examples of the graphic organizer to the students.

Groups of students with similar needs: The students all sit at groups, or table, of 4 desks; one table has 7 desks. This is advantageous because it allows the teacher to discuss similar questions and reinforce the instructions with a small group of students.

Individual students: The classroom teacher, the aide, and I will all be walking around the classroom monitoring the students and will be available if help is needed.

Students with IEP's or 504 plans: There are two students with IEPs, these students have access to a 1:1/classroom aide. These students will be allowed to write shorter sentences on their graphic organizers. I will also support them individually when needed.

Closure:

Reinforce the importance of story elements and how it helps you understand stories better. Ask if any of the students want to share their story circles.

Assignment:

No assignment

Next Steps:

The students will continue to work on sequence of events. The Journeys books, and curriculum for the school, require the students to work on one story per week. I believe this is good because a lot of the ELA RL and RI common core standards have to do with being able to recognize key story elements for understanding. Being able to recognize the key story elements helps someone to better understand the story.

Post-Instructional Reflection

Assessment/Evaluation of Student Learning:

- What worked? What did not work? For whom? Why? Use specific examples of students' work, actions, or quotes to support your claims.
- In what ways did you monitor student learning during the lesson?
- How did you determine your students' understanding?
- Describe the ways in which you used formative assessments to inform your teaching decisions during the lesson.
- What feed back did you provide? How did your feedback support students in meeting the goals of the lesson?

Summative Assessment (Product):

Reflection of Teaching/Reflective Commentary:

- If you could teach this lesson to the same group of students again, what are two-three things you would do differently to improve the learning of your students? How would the changes improve the learning of students with different needs and characteristics? Was the lesson taught as planned? If not, what changes were made to the lesson and why?

What will be your next steps instructionally? Why? Do you have data to support these next steps?

- What did you learn about your students as learners? What have you learned about yourself as a teacher?
- What goals do you have for yourself as you plan future lessons?