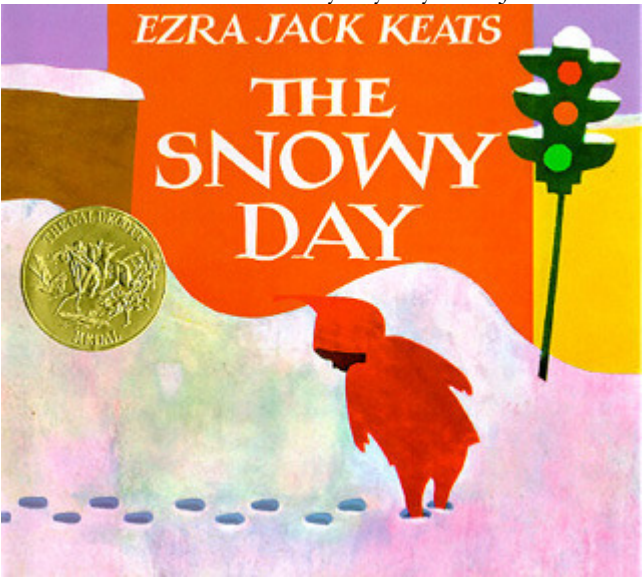


1. Lesson Plan 1 Details and Description

Duration of Lesson	25 minutes
Grade Level	2
Lesson Topic	Reading/Writing: The 5 W's/How and transition to opinion piece
SC Standards	<p>Reading Key Ideas and Details:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. <p>Writing Text Types and Purposes:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
Vocabulary	<ul style="list-style-type: none"> • Who – Who is in the story? • What – What is happening in the story? What is the story about • Where – Where is the story taking place? • When – When is this story happening? • Why – Why is the character doing what he is doing? • How – How does the story end? (multiple options)
Materials	<ul style="list-style-type: none"> • Read-aloud book “The snowy day” by Ezra Jack Keats  <ul style="list-style-type: none"> • individual handout copies of the story for each student • Pencils • Plenty of writing paper • A 5 W/How writing chart for recording information

Learning Objectives	<ul style="list-style-type: none"> The learning objective is to have students understand the importance of questioning a story of its contents by asking What, Where, When, Why, Who, and How, and to transition to writing opinion pieces on reflections of those questions.
Assessment	<p>Formative Assessment</p> <ul style="list-style-type: none"> Student's participation will count as part of the assessment. The teacher will take anecdotal notes on what students are asking and understanding, and their participation in the short group discussion time where students record notes on what they have read/listened to. <p>Summative Assessment</p> <ul style="list-style-type: none"> The teacher will grade student's finished work of writing and grade it according to a Rubric based format.
Overall Lesson Goal	The goal is to have students understand the connection of first asking questions, and secondly applying that knowledge to form opinion pieces reflections on what they have learned from asking those questions.
Addressing Individual Differences	<p>Early finishers: Students can focus on one question (stated at the end of this lesson plan) and write their own ending to the story which they can later share with the class.</p> <p>Struggling Students: Students will be able to work in groups which should foster communication and thus better understanding of the structure and setup of the 6 Ws.</p> <p>Special Education Students: according to the needs of these students, the teacher will accommodate strategically.</p> <p>ESOL: working with groups gives ESOL students the opportunity to practice communication. The teacher should provide directions also in the other languages so students know what is expected.</p>

2. Writing Lesson Plan

Unit Outline	Unit Objectives	Correlated Standards/Expectations (Common Core)
Reading	1. Students listen to the story "The snowy day". Afterwards, we ask and answer questions such as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate key details in the text, and to familiarize ourselves with the story itself.	<p>Reading</p> <p>Key Ideas and Details:</p> <ul style="list-style-type: none"> CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.
	2. To transition to the writing section of this mini-lesson, the teacher will ask students to focus on questions before, during, and after the story; after the reading, the teacher will have students reflect on those questions and inform students that the writing	

	portion of this mini-lesson will come from the questions asked throughout the reading process.	
Writing	3. Students can work individually or with a partner to form discussions and brainstorm on the 5 Ws to then record what they find in their 5W handout sheet.	
	4. The handout sheet will help students with their connecting writing assignment; students can pull information from what they recorded in the handout to form their opinion pieces in reflection to those questions.	Writing Text Types and Purposes: <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
	5. Students will share with their peers what they have come up with.	

Conducting the Lesson

The teacher will introduce this mini-lesson by having students visually analyze the book the teacher is about to read (“The snowy day”, by Ezra Jack Keats) and focus on questions they have before the reading. Students continue the questioning process throughout the reading and after the teacher has finished reading the book. After the reading, the teacher will introduce the 5 W/How questions and engage students in a group discussion opportunity. The read-aloud and analyzing should take around 10 minutes.

Students will be able to form groups and discuss the individual 6 W’s and form a discussion with their peers and write down a few notes on their 5W/How recordings handout sheet. Students will be given around 5 minutes on this and then share their results with the class. I have to pull from Cambourne’s model of learning literacy, which suggests that “...authentic engagement accompanied by immersion and demonstration results in learning. Students learn to write when they are surrounded with examples and models, given expectations, allowed to make decisions, and mistakes, given feedback, and allowed time to

practice in realistic ways” (Morrow & Gambrell 2011, Chapter 12). Giving students these choices and having the read-aloud be engaging will provide for better Literacy learning.

Next, the teacher will transition students to the writing part of this mini-lesson by explaining about opinion pieces. Students can use their sheets with notes, reflections, and focus on the 5Ws/How’s to assist in their writing process. Students will be able to state their opinion pieces in their Daily Journal reflections. This task should take around 10 minutes to give students time to create a draft. Students can therefore at a later time throughout the day work on that draft to enhance their story. To connect my teaching strategy to literacy theory, I would pull facts from the Sociolinguistic Theory which states that “...the social learning perspective incorporates several different theories which emphasize the central role of social interaction in the development of knowledge and learning” (Tracey & Morrow, 2006).

If there are early finishers, students can pick another question from below and either reflect on it or create a different story ending.

Questions in regards to the six facts (and for early finishers)

- The Story tells about Peter and his surroundings, also him looking out his window and discovering an exciting new world of snow.
- Where could the story be taking place? What are some clues to this?
- What are some ways you could be like Peter?
- Do you remember waking up and seeing a snowy world outside your window? Do you remember what it was like? What did you end up doing?
- Why was the snowball not there when Peter checked his pockets before going to bed? How could he have saved a snowball?
- What do you think about when you look outside your window?
- Come up with your own idea of what happened to the snowball that Peter took inside his home...