Grade: 2	Subject: Language Arts

Materials: Jack and the beanstalk (big book story) and Jack and the Beanstalk worksheet/graphic organizers.	Technology Needed: none

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)

- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)

- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain: I will review the story out loud and give the students their worksheet (graphic organizer with space to write the characters, setting, problem, and solution). They will fill these worksheets in, after we have finished reviewing the story.

Standard(s)

1.RL.3 Describe characters, settings, and major events in a story, using key/supporting details.

Objective(s)

By the end of the lesson, students will be able to classify characters, settings, and major events in a story, by locating these essential elements and writing them down on their worksheet.

Bloom's Taxonomy Cognitive Level: Understanding, Analyze, and Evaluating.

Differentiation

Below Proficiency: For those below proficiency, I will be reviewing the story aloud. I will provide a few examples and do some on the board. Students can also rely on their thinking partners for additional assistance or to brainstorm.

Above Proficiency: For those above proficiency, they can listen to me review the story and begin on their own. I will hand out in advance so they can work ahead. They can pick out information within the text to support their work shown in their worksheet.

Approaching/Emerging Proficiency: For those approaching proficiency, they can listen to me review the story and then begin on their own or listen to the examples (or refer to the examples written on the board). I will hand out their worksheet in advance so that they can begin on their own. Students can also rely on their thinking partners for additional assistance or to brainstorm.

Modalities/Learning Preferences:

Verbal Intelligence: The story will be reviewed/read aloud. The examples will be read through.

Visual Intelligence: The story will be displayed and can be followed along with. There are images shown within the story we can refer back to. Examples will be written on the board, as well. Along with a graphic organizer and an example worksheet already filled out.

Classroom Management- (grouping(s), movement/transitions, etc.)

I will have the students sit in their assigned seats, at the rug while we review. After we review the story, I will transition them from the rug to their desk seats by dismissing them in small groups.

- Active listening
- Voice levels should be around a 0 when listening to the story/review/examples
- Working independently
- Voice levels should be around a 1-2 when working on their own
- If a student has a question, they can raise their hand
- Participation

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

Students are expected to...

- Be active listeners
- Keep voice levels at a 0 while the story/examples/review is read
- Participate in filling out their worksheet
- Work independently (not solely relying on their neighbors)
- Keep voice levels around a 1 or 2 while working on their own
- Raise their hands if they need additional help

Minutes	Procedures
2 min	Set-up/Prep:

	I will have the Jack and the Beanstalk storybook propped up and ready to read/review. Jack and the Beanstalk graphic organizer/worksheets will need to be printed off in advance.
2 min	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** I will ask the students what they remember about Jack and the Beanstalk. What do they remember from the story yesterday? Who were the main characters? What was the setting? What was the problem? What was the solution? Were there more than one of each story element?
3 min	**Explain: (concepts, procedures, vocabulary, etc.)** I will have them share with their thinking partner what they remember. These worksheets/graphic organizers will be used to organize this information and lead out discussion after the story is done.
5 min	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** We will share some of their answers out loud and begin filling out the worksheet. (Main Characters, Setting, Problem, and Solution) I will write down some examples and display my model/filled out graphic organizer/worksheet.
2 min	**Review (wrap up and transition to next activity):** I will then have the students hand in their completed worksheets. I will collect them (we will add to them the following day) and transition to the next activity. If students did not finish the worksheet during this lesson, they can work on it during enrichment time.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-** **in strategies, etc.** My formative assessment will be what the students remember from the read aloud the day before, of Jack and the Beanstalk. It will be based on what the students are saying to their thinking partners, if they participate in the discussion, and completion of their worksheet. **Consideration for Back-up Plan:** I would have the students see illustrations of Jack and the Beanstalk, as they look, jot down who they remember the main characters to be, what the setting is, the problem, and the solution too.	**Summative Assessment (linked back to objectives)** **End of lesson:** My summative assessment will be the completion of the worksheet, if the information is accurate. **If applicable- overall unit, chapter, concept, etc.:**
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	