

Common Core Lesson Planner

Grade Level: 2nd	Teacher: Ms. Garza	
Subject: ELA (writing)		
1 Common Core and Content Standard(s)	<p><i>Select grade level appropriate standards:</i> <u>CCSS.ELA-LITERACY.L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>CCSS.ELA-LITERACY.L.2.1.E</u> Use adjectives and adverbs, and choose between them depending on what is to be modified <u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
2 Materials/ Resources/ Lesson Preparation	<p><i>What materials and resources will you and the students need for the lesson?</i></p> <p>Lined sheet paper Pencils, colored pencils/crayons/markers</p>	
3 Objective(s)	<p><i>What should students <u>know</u> and <u>be able to do</u> after the lesson?</i></p> <p>After this lesson, students should be capable of walking out of their classrooms feeling confident in their education. Students should have a better understanding of what an adjective is and how to use it properly.</p>	
4 Webb's Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking</p> <p><i>Explain how the lesson addresses each box you checked:</i> The lesson addresses Level 1: Recall because students should be able to <u>recognize</u> how an adjective is used in sentences and <u>identify</u> an adjective in a given sentence. Students will also be able to create a <u>list</u> of detailed adjective, better describing a person/object and increasing their education. Students will be given an assignment where they're told to <u>collect and display</u> the various adjectives used to describe themselves, <u>comparing</u> with their partner on their similarities/differences in Level 2: Skill/Concept.</p>	
5 College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p> <p><i>Explain how the lesson addresses each box you checked:</i> In the given assignment, students will be working with their partner to help one another with adjectives for their writing assignment. After working with partner, students will then used that information to work independently on their writing about themselves. Students will then be asked to upload their 'bios' onto the classroom forum, where students must use technology to understand their peer's adjectives used as their knowledge on the subject grows.</p>	

<p style="text-align: center;"><u>6</u> 21st Century Skills</p>	<p style="text-align: center;"> <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Creativity </p> <p><i>Explain how the lesson addresses each box you checked:</i> Students will collaborate with their partners on what adjectives could be used for their stories, communication clearly on what works best. Students then are to work alone and use their creativity to create a ‘bio’ describing themselves using their previous knowledge of adjectives shared and given.</p>
Lesson Delivery	
<p style="text-align: center;"><u>7</u> Vocabulary/Key Terms</p>	<p><i>Identify vocabulary and key terms that are important for students to know to understand the lesson:</i> Adjectives, nouns, description, 5 senses (see, hear, touch, feel, taste).</p>
<p style="text-align: center;"><u>8</u> Differentiated Instruction</p>	<p><i>Describe how you will adapt your lesson for the following learners:</i></p> <ul style="list-style-type: none"> ● English Learners Make assignment instructions visual, allow students to ‘scaffold’ with their native language until more confidence is built with English. Place together in groups of students that are not EL’s, giving them more exposure and social time with peers. ● Special Needs Students will be assisted and given simplified instructions. Partners need 6 adjectives from one another, these students may only need 3-4. ● Accelerated (Gifted/Talented) Students will be asked to describe their dream pet, how would it look, what sounds does it make, what does its bed look like.
<p style="text-align: center;"><u>9</u> Assessments</p>	<p><i>Describe at least TWO different types of formal or informal assessments you will use during your lesson to check for student learning:</i></p> <p>Theatrical (informal): create groups of 5 students and each group must pick one person to be their example. All example students stand in a line in the front of the room and each group must describe their group member to the class with adjectives. This is also a good way for students to become familiar with one another.</p> <p>End of the lesson Quiz (formal): students will be given an online quiz that asks to identify what are the adjectives in the given sentences (and what are the nouns).</p>
<p style="text-align: center;"><u>10</u> Lesson Delivery</p>	<p>Prior Knowledge, Context, and Motivation (<i>How will you connect the beginning of the lesson to what students already know and/or motivate them to learn about the topic?</i>)</p> <p>In the beginning of the lesson, our class would allow each group to pick one object in the classroom and we would take turns describing the item. I would then offer to use our 5 senses (possibly 3 depending on the chosen item) to further describe the item. I would keep those words listed on the board alongside its noun so students have a foundation base to look back on during their assignment.</p> <hr/> <p>Describe each step of the lesson</p>

	Teacher will...	Students will...
	<ul style="list-style-type: none"> -Ask each group to pick one random item in the classroom (that's visible to entire class) -write list of each item picked out, asking students to describe the item -write separate lists of each descriptive word mentioned, offering the use of our 5 senses -teach class that the descriptive words chosen are adjectives and the items are nouns -ask class what adjectives could be used to describe a person -pass out 2 sheets of paper per student, giving next instructions on assignment -leave examples on board, assisting EL/Special Needs students during assignments -have students stop partner work and create another list of adjectives created to describe themselves, presented by partner -clarify which adjectives do work and which ones do not -assign individual student assignment -wait for students to finish assignment before providing instructions on assessment, placing students in groups of 5 -ask all chosen students to stand in front of the class and mix & match with one another so they are in no specific order 	<ul style="list-style-type: none"> -discuss with group members on what item they want to chose -raise hands respectively to offer descriptive word to educator -work with group to identify what senses work best with item and offer their details -write down the definitions (in notebook) alongside an example item written down -raise hands once again and provide various adjectives used to describe a person -work with partner to create 6-7 adjectives to describe one another ("you are short!" "and you are pretty tall!") -EL/Special Needs students will be placed in groups of 3 (instead of 2) and asked to create only 3-4 adjectives (instead of 6-7) -wait their turn as teacher goes through each partner group to ask for one adjective given -readjust their list, adding any adjectives shared that they liked - work alone to write a 'bio' about themselves, using the adjectives provided through the lesson -work together to pick one student from their group, and use their knowledge of adjectives to describe the chosen member -take turns with groups describing their member (and not saying their name!) to the classroom, in hopes the rest of the class will figure out which student was being described.