

Common Core Lesson Planner

Grade Level: 2nd Subject: ELA (reading & writing)	Teacher: Ms. Garza
1 Common Core and Content Standard(s)	<p><i>Select grade level appropriate standards:</i> <u>CCSS.ELA-LITERACY.RL.2.2</u> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question. <u>CCSS.ELA-LITERACY.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <u>CCSS.ELA-LITERACY.L.2.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
2 Materials/ Resources/ Lesson Preparation	<p><i>What materials and resources will you and the students need for the lesson?</i> -Paper, pencils -Laptop/iPads, internet access -2 Class copies of each book</p> <ul style="list-style-type: none"> ● “We’re Different, We’re the Same” by Bobbi Jane Kates ● “My Princess Boy” by Cheryl Kilodavis ● “Families, Families, Families!” by Suzanne Lang
3 Objective(s)	<p><i>What should students <u>know</u> and <u>be able to do</u> after the lesson?</i> After this lesson, students should have a better understanding of the diversity of families and how each family is different from one another. Students should also be capable of expressing themselves freely, similar to Princess Boy, understanding that love and kindness should be used with all people, no matter how different they are from us. Students should also be capable of expressing themselves through poetry about equality.</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 checked="" 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> In this lesson, students are meant to <u>recite</u> important details of the story that play into the main moral, <u>identifying</u> the emotions felt from both the characters and the readers in Level 1: Recall. Students will also be <u>distinguishing</u> the various families mentioned in the book to the families of their classmates, <u>relating</u> the diversity of some people and families in Level 2: Skill/Concept. In the assignment tied into the lesson students will be ‘<u>investigating</u>’ their classmates, discovering who has a different family than themselves. Through this, students will then be asked to create a poem that discusses the differences between families and how those differences make them the same, in Level 3: Strategic Thinking.</p>
5 College and Career Ready Skills	<p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input type="checkbox"/> Comprehending as well as critiquing <input checked="" 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></p> <p>After the stories are read to the class, students will go into their groups to discuss the meanings of the three stories and how they relate to any part of the story (or maybe if they know someone whose family is different than theirs), increasing their knowledge through collaboration. While sharing their own culture and family differences with their group, students will come to an understanding that despite the differences each family is built on love! After discussing, students will shift from group work to independent work, respectfully responding to the tasks presented as the next assignment is given. Students will also be asked to watch a video of the educator reading the book “Red: A Crayon’s Story” by Michael Hall and respond to a couple questions on the classroom’s online forum.</p>
<p><u>6</u> 21st Century Skills</p>	<p><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></p> <p>Students will be asked to communicate with their group members about the different types of families and people mentioned in the stories and how their individual families relate to those in the books. After their discussion, students will create their own poems, creatively comparing and contrasting their family to their peer’s family. Students will be asked questions about the stories and expected to effectively answer the questions with their group members.</p>
Lesson Delivery	
<p><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></p> <p>Diversity, cultures, equality, discuss, compare/contrast, main idea, summarize, analyze, community, label, society</p>
<p><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 Students will work alongside one another (and with an educator) to write a short poem about the uniqueness of their family, using their language within the English sentences to show their culture and diversity within their family. ● Special Needs Students will work alongside one another (and with an educator) to write a poem about their family and how THEY make their family unique ● Accelerated (Gifted/Talented) Students will be asked to write an answer one question: why does society place labels on everyone of how we should look or act/how our families should look? What can we do to change that concept? The second question will be answered in a separate additional poem
<p><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>Online Forum Response (informal): students will be asked to watch a previously recorded video at home of the story “Red: A Crayon’s Story” by Michael Hall and give their response of what they thought of the story, answering a couple questions as well.</p> <p>Paper Toss (informal): students write a question they had about any of the stories on a piece of paper, crumble the paper and throw it at the front of the class. One by one, students will pick up one paper ball and read the question out loud for the class/educator to answer.</p>

10 Lesson Delivery	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>	
	Prior to the lesson, students will have already learned about poetry and how it works/is used. I will be asking students questions in the beginning of the class that relate to these stories, to sort of introduce the concept of what we will be reading.	
	Describe each step of the lesson	
	Teacher will...	Students will...
	<ul style="list-style-type: none"> -Ask students questions such as “do people tell you not to do certain things because you’re ‘just a girl/boy’? tell me about it.”, “do any girls here play sports or like playing in the dirt? and do any boys like playing dress up or playing with dolls? do you know anyone that does?” -sit children down in front of class to read the story “My Princess Boy” to the class -ask students what was the main point the story was making? give evidence -have students talk to the students sitting next to them, discussing what they thought of the story and who should be reading this story. -ask children ‘who is apart of their family?’, I give example and say my family consists of “my parents, siblings, pets, my uncles and aunts, and my many cousins. including friends I’ve had for along time” -ask students if anyone wants to share their family ‘begin reading “Families, Families, Families!” and “We’re Different, We’re the Same” -seat students in regular seats to explain assignment -assist the EL/Special Needs students, giving simpler/different poem themes -collect poems and explain next instruction for Paper Toss -have student take turns in picking up one random piece of paper 	<ul style="list-style-type: none"> -calmly raise their hands and wait to be called on before sharing their experiences of going beyond society’s gender norms -sit quietly and listen intently to the story being read -raise hands and be respectful towards chosen student by listening to their answer -discuss amongst their peers, answering the given questions and listening to one another -once again discuss amongst their peers of who is apart of their family, noting the similarities and differences -wait to be called on by educator to share -pay close attention to the points being made in the story, what the main point each story was making -think of the stories they listened the educator read and of their peer’s families and write a poem about the similarities/differences between their families and what is important to create a family (ex. love, friendship, kindness, etc.) -write a question they had about the stories on a blank piece of paper and throw it at front of clas on the count of 3 -read the written question out loud so the class/educator may answer it