



INSTRUCTIONAL EXCELLENCE

Model Lesson #1

Grade 2: English/Language Arts

Unit 2: Lessons Learned

Using This Resource




The Model Lesson Sequence provides an example of a detailed lesson plan using several of the weekly standards identified in the Unit-at-a-Glance. The elements included in this document were chosen from extensive research on the most effective instructional planning practices, and they provide an outline of the essential components of a lesson plan. The Model Lesson Sequence can be taught during the identified week(s) on page 3 or used as a resource for creating lesson plans that incorporate research-based best practices.

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Content Area(s)/Course/Grade:

English/Language Arts/Grade 2

Unit 2:

Lessons Learned

Lesson Topic:

Students learn and apply the structures of fables as they compose their own.

Suggested Length:

During Week 2

Learning Targets:

RL.1

- Set a purpose for reading and identify the type of text.

RL.2

- Listen to, read and discuss a variety of literary texts (narrative text structure, both fiction and nonfiction) representing diverse cultures, perspectives, ethnicities and time periods.
- Identify and explain the elements of a story.
- Analyze key details to determine the central message, lesson or moral of literary text.
- Retell story events in sequential order.

RL.5

- Listen to, read and examine a variety of literary texts, both fiction and nonfiction, to identify story structure.
- Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe it from beginning to end.

W.3

- Apply the prewriting and planning stages of the writing process:
 - ▶ Identify an event or situation.
 - ▶ Identify characters and the problem.
 - ▶ Sequence the events in a logical order.
 - ▶ Draft an opening sentence that introduces the narrative.
- Apply knowledge of story structure.
- Produce complete simple and compound sentences.
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Use knowledge of language conventions when writing.
- Produce writing that is legible, including the correct formation of cursive letters.
- Use temporal words to signal event order:
 - ▶ Define and identify temporal words.
 - ▶ Use words and phrases acquired through conversations, reading and being read to.

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- ▶ Write sentences in a meaningful order using temporal words to signal the sequence.
- Provide a sense of closure:
 - ▶ Draft a concluding sentence that brings resolution to the story (closure).
- Apply the revision and editing stages of the writing process.
 - ▶ Revise to ensure that the elements of a narrative are incorporated.
 - ▶ Edit to correct errors in capitalization, punctuation and spelling.
- Prepare the final product for presentation and/or publication.

SL.1

- Identify and define roles of participants in discussions.
- Participate in group discussions on a variety of topics.

L.2

- Demonstrate correct capitalization of holidays, product names and geographic names in writing.
- Demonstrate use of learned spelling patterns when writing.
- Strengthen writing by using reference materials when drafting and editing.

L.6

- Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.
- Participate in collaborative conversations about grade 1 topics and texts with diverse partners and with peers and adults in small and larger groups.

Objectives:

Students will be able to:

1. Identify and explain the story structure and elements of a fable. (RL.2, RL.5)
2. Create a fable using the genre's elements. (W.3, RL.5, L.6)
3. Apply the stages of the writing process. (W.3, L.2)
4. Collaborate with a peer to revise and edit writing. (SL.1, L.2, W.3)

Assessments

Formative:

- Included Fable Writing Checklist
- Included Planning a Fable Graphic Organizer includes identifying the characters, setting and title, a moral reference sheet, and a storyboard planner.

Summative:

- Included Fable Writing Rubric

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Context for Learning

Students are familiar with the structure of fables as they have heard and read them in the classroom during Week 1 of this unit. In this next step students will use what they know about the fable story structure to write their own. This writing exercise will extend their knowledge of writing a narrative. For this first practice in writing a fable, students will be provided with morals to select from and characters and settings to help get them started. The writing of the fable will take place with the aid of graphic organizers for the purpose of planning. Students will work with a peer writing partner whom they may bounce ideas off and look to for critiques and help with editing. Once they have written and created detailed illustrations for their fables, the students will share their stories with the class. Students are exposed to a creative genre of writing while also developing critical thinking skills as they think about ethical reasoning in terms of the real world.

Essential Questions:

- How can I apply the lessons learned from multiple literary genres to my own life?
- How can determining the structure of a text help me understand its purpose?
- How does the purpose for writing influence my writing process?

Instructional Delivery

Opening Activities/Motivation:

- Students brainstorm what elements are important to include when they are writing a story. Support students' thinking through questioning and recording their answers (e.g., aside from story elements, what else is important to include so that the story is interesting or entertaining to the reader?). Students share thoughts on what makes a story entertaining to them as readers. Share with students that this week they will write a particular type of story: a fable. Select a fable to read aloud to the class that was not featured the week before. Inform students that as they listen to the fable, they should be thinking about what they need to include when they write their own.

Procedures:

Day 1

Whole-Group Instruction:

- For the first week of the unit, fables have been read aloud to the class and read individually by the students daily. An anchor chart or posted graphic organizer is displayed in the classroom and used as a reference for students. After each fable, the students identified the different story elements of the fable as the teacher wrote them on the organizer including characters, setting, events (problem/solution) and moral. Begin this lesson by reviewing with students the important features of a fable including:
 - ▶ Characters: There are usually two characters and they are usually animals with the characteristics of humans (personification).
 - ▶ Setting: The setting is usually outside.
 - ▶ Events: The plot of a fable is short and includes a problem and a solution that leads to the lesson learned.
 - ▶ Moral: A fable teaches a life lesson that applies throughout time.

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- Provide students time to turn and talk to a partner and fill in a graphic organizer to identify what they notice (and what has been taught) about the story elements of a fable. The class then comes back together to share their ideas.
- As a class, discuss what must be considered regarding each story element when planning a fable.
- Identify the animals chosen as characters for familiar fables and lead students to make observations about the characters:
 - ▶ The animals should make sense according to the lesson learned (a hare is fast and a turtle is slow).
 - ▶ The animals are often natural enemies.
 - ▶ There is often a “good guy”/“bad guy” relationship.
 - ▶ The animals take on human characteristics.
 - ▶ The two animals represent opposing qualities.
- **Setting:** Include the season, time of day and/or place (outdoors). The setting should make sense to the characters.
- **Events:**
 - ▶ Beginning: Introduce the setting (determine the setting on the graphic organizer and make sure it makes sense with the animals selected).
 - ▶ Middle: Introduce the characters, problem and sequence of events (What problem must be solved in the story to lead to the moral?).
 - ▶ End: Conclusion and moral of the story (How is the problem solved? Does the solution make sense with the selected moral?).
- Their peer partner will provide them with feedback as they complete each part.
- **Moral:**
 - ▶ With the help of anchor charts, graphic organizers, fable journals or their own copies of fables, the class generates a list of learned morals from fables that have been read in class (e.g., “Slow and steady wins the race”; “Do to others as you would like them to do to you”; “Don’t judge a book by its cover”).

Days 2-3

Peer Practice:

- For the next two days, students will plan the elements of their fable with the aid of their fable graphic organizers and checklists. Students will work with their writing peer and check each other’s work at each step.
- **Character:**
 - ▶ Students choose two characters using spinners, a grab bag or class-generated lists. They should select one “good” and one “bad” character and have an idea of their physical and personality traits.
 - ▶ Students use their character development graphic organizer to illustrate their characters.
- **Setting:**
 - ▶ Students select a place, time of day and season if relevant for their setting. Students will use their graphic organizer to illustrate their idea as they develop the setting.

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- **Moral:**
 - ▶ Students select a moral from a class-generated list. The moral will make sense with the characters and setting provided.
- **Plot:**
 - ▶ Students plan out the ongoing issue or problem that needs to be resolved in the story.
 - ▶ Make sure that the plot of the story will result in the teaching of the chosen moral.
- **Storyboarding:**
 - ▶ Model for the students how to use a blank storyboard to plan the action of the fable step by step.
 - ▶ The characters and setting of the fable are introduced early on.
 - ▶ Model how to use the blank squares of the storyboard to identify the problem and plan out the actions that lead to the solution or conclusion of the story.
 - ▶ Students use blank storyboards to plan out their fables.
 - ▶ Students work with their partners and plan out the action of their stories as they are putting them together.
 - ▶ Each square represents a step in the plot so that once they are done, students have planned out a fable.
 - ▶ Exchange with peer writing partner for review.
- **Review all graphic organizers and storyboards for editing as needed. Return them to students when they are ready to be turned into a fable.**

Days 4-5

Individual Practice:

- Students will write a draft and then a final copy of their fables.
- Their writing peer (and teacher) will review their drafts before they move on to their final copies.
- Students illustrate their fables. Include personification and details in the illustration as they are relevant to the story.
- Students will share their fables with the class.

Extensions

- Students produce a dramatic representation of the fable they have created using stick puppets and painting a scene on a large piece of construction paper.
www.pinterest.com/search/pins/?rs=ac&len=2&q=fables&etslf=5874&eq=Fables&0=fables%7Cautocomplete%7C0

Closure:

- Randomly call on students and ask a few students their thoughts on the essential question. (Remember to encourage the thought process. There are no “right” or “wrong” answers.)