

DAILY LESSON PLAN

Build Background • Demonstration • We Do • You Do Together • You Do Alone • Reflection

Teacher Name:		Grade Level: 2nd Grade	Date:	Materials/Technology
Common Core Standard:	CCSS.ELA-LITERACY.W.2.3 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.			<input type="checkbox"/> Document Camera
Content Objective:	Students will write narratives about what it would be like to live in a snowglobe.			<input type="checkbox"/> LCD Projector <input type="checkbox"/> Inter Write Pad <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers
Language Objective:	Students will use conditionals in complete sentences in order to tell what they would do if they lived in a snowglobe.			<input type="checkbox"/> Overhead projector <input type="checkbox"/> Overhead transparency <input type="checkbox"/> Television/DVD
Essential Question:	What would you do if you lived in a snow globe?			<input type="checkbox"/> Classroom Library
Key Vocabulary and language structures:	Winter vocabulary, conditionals/if-then statements : If I lived in a snowglobe, I would			<input type="checkbox"/> Media center <input type="checkbox"/> Content Texts <input type="checkbox"/> ESL Texts <input type="checkbox"/> Educational Software
Grouping Strategies:	Students will work in pairs with a of similar proficiency level			
Questions:	What are the important parts of a story? What do we need to be sure to include in our stories?			
Build Background and Make Connections				Sensory Supports
How will you engage students in the lesson and activity?				<input type="checkbox"/> Realia
How will you connect to students' knowledge and experience?				<input type="checkbox"/> Manipulatives
Teacher can show a snow globe or pictures of snowy or winter scenes. Ask students "What do you see in the picture?" or "What is happening in the snow globe "What can you do in the snow?"				<input type="checkbox"/> Pictures/Photos <input type="checkbox"/> Illustrations <input type="checkbox"/> Magazines & Newspapers
I do				<input type="checkbox"/> Physical activities
How will you introduce the objective to students?				<input type="checkbox"/> Video/film
How will you model or demonstrate for students?				<input type="checkbox"/> Broadcasts <input type="checkbox"/> Models or other visual displays
Teacher will read "The Snow Globe Family" by Jane O'Connor. During reading, teacher will stop to discuss with students and together teacher and students will fill in the story map.				<input type="checkbox"/> Cartoons <input type="checkbox"/> Audio <input type="checkbox"/> Songs/chants
We Do				Graphic Supports
What will you model for students?				<input type="checkbox"/> Charts
What will students be able to do together?				<input type="checkbox"/> Graphic organizer <input type="checkbox"/> Tables <input type="checkbox"/> Graphs <input type="checkbox"/> Timelines <input type="checkbox"/> Number lines
Teacher will make a brainstorming chart on the board. Who might we see in a snow globe? What might we do? What might we see? Hear? Taste? Feel? Teacher makes a list from the students' responses. Teacher will show a model of their snow globe and snow globe story. Students will be asked to imagine that they have been magically transported into a snow globe. They will make a list of four events that happen during their visit to the snow globe.				
Students will pose or act out what happens in their story. Students in each group will take turns taking a pictures of their events.				

You Do What will students be able to do independently following lesson and modeling?	
Students will work independently to write their narrative about their visit to the snow globe based on the photos they took.	<u>Interactive Supports</u> <input type="checkbox"/> Pairs <input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Internet or Software <input type="checkbox"/> Native language
Review and Assessment How will students demonstrate their learning?	
The project will be assessed using content and writing rubrics.	<u>Teacher Evaluation Documentation</u> <input type="checkbox"/> Setting instructional outcomes <input type="checkbox"/> Designing coherent instruction <input type="checkbox"/> Establishing a culture for learning <input type="checkbox"/> Managing Student Behavior <input type="checkbox"/> Using questioning and discussion techniques <input type="checkbox"/> Engaging students in learning <input type="checkbox"/> Communicating with families

Notes:

ELD STANDARD: Language of Language Arts
EXAMPLE TOPIC: Personal Narrative
CONNECTION:

CCSS.ELA-LITERACY.W.2.3

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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will write a narrative about an imaginary experience.

COGNITIVE FUNCTION: Students will SYNTHESIZE knowledge of fictional elements to write a personal narrative about an imagined experience.

DOMAIN: Writing	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
	WRITE words and short phrases to caption the pictures using a word bank and sentence frame.	WRITE short sentences to caption the pictures using a word bank and sentence frames.	WRITE complete, related sentences to caption the pictures in narrative form using a word bank and models.	WRITE a paragraph to narrate the pictures using a word bank and a model.	WRITE a paragraph to narrate the pictures.	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words such as: if, then

Example Language Features

	Level 1-3	Level 2-4	Level 3-5	Level 6- Reaching
<p>Linguistic Complexity</p> <p>Discourse Level</p>	<p>I talked to ____.</p> <p>I ____.</p> <p>I felt ____.</p> <p>I heard ____.</p> <p>It was ____.</p>	<p>One day, I visited the inside of the snowglobe. There I made friends with the people inside.</p>	<p>One day, I woke up and found myself in a snow globe. I had no idea how I got there, and I was not alone. There was a snowman with a top hat on. He was looking at me. "Excuse me, sir," I said. "Do you know how I got here?" He began to laugh.</p>	
<p>Language Forms & Conventions</p> <p>Sentence Level</p>	<p>Simple Sentences, words, phrases</p> <p>Past tense verbs</p>	<p>Compound declarative Sentences</p> <p>Complete sentences</p> <p>Past tense verbs</p>	<p>Complex declarative sentences</p> <p>Paragraphs</p> <p>Past tense verbs</p>	
<p>Vocabulary Usage</p> <p>Word/Phrase Level</p>	<p>Words for winter activities: sledding, building a snowman, skiing</p>	<p>Specific descriptive adjectives</p>	<p>Additional conditional words:</p> <p>As a result of, since</p>	

Date: _____

Author's Name: _____

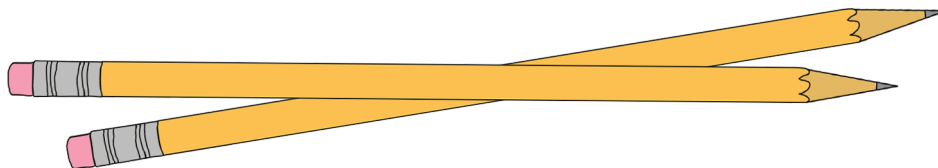
Editor's Name: _____

Self-Revision and Peer Editing Checklist

SELF-REVISION	Checklist Item	Check here when complete:	PEER EDITING Checklist Item	Check here when complete:	Comments and suggestions:
Organization	My story has a clear beginning, middle and end in the correct order.		My story has a clear beginning, middle and end in the correct order.		
Content	I have explained the characters, setting, problem and solution.		I have explained the characters, setting, problem and solution.		
Vocabulary	I used words that relate to at least four of my five senses.		The author words that relate to at least four of his/ her five senses.		
Grammar/ Spelling	I checked my writing for capitalization, punctuation, and spelling. I fixed words that didn't look right.		The author used capital letters at the beginning of sentences, punctuation at the ends, and checked spelling.		
Complete Sentences	My sentences are complete thoughts.		The author wrote complete sentences.		
Photographs/ Captions	My captions and photographs match.		The author's captions and photographs match.		
Following Directions	I followed directions for the writing project.		The author followed directions for the writing project.		

Student-Friendly WIDA Writing Rubric

Level	Language Complexity How much did I write?	Vocabulary Which words did I use?	Language Forms and Conventions How easy was I to understand?
5	I have used several types of sentences of different lengths. I have a full paragraph or more. My writing is well organized.	I have used many different vocabulary words. I used technical words related to the subject area.	I have few, if any, errors in my writing. My writing is easy to understand.
4	I have used several types of sentences of different lengths. I used details to make my ideas clear. My writing has a sense of organization.	I have used specific vocabulary and some technical vocabulary related to the subject. I sometimes do not know the vocabulary to fully communicate my ideas.	I may make some mistakes, but they do not change the overall meaning of what I have written. My writing is generally easy to understand.
3	I have used some simple and some long sentences. I have tried to provide detail. There may be some organization to my ideas.	I have used general vocabulary and some specific vocabulary related to the subject. I might sometimes be unable to find the correct vocabulary.	My sentences are usually easy to understand. Mistakes may make my writing harder to understand when I write longer texts.
2	I have used phrases and short sentences. Some of what I have written may be copied. My ideas may need more organization.	I have used general vocabulary related to the subject. I might not know all the vocabulary to fully communicate my ideas.	My writing is easy to understand when it comes from an example or sentence frames. I do not include many of my own words. Mistakes make my writing hard to understand.
1	I have used single words or phrases that I have been taught. Some of what I have written may be copied.	I have only used words that I have learned from friends and classes. I do not have all of the vocabulary I need to communicate my ideas.	My writing is easy to understand when copied or when I am following an example. I include few, if any of my own words. Mistakes make my writing very hard to understand.



Narrative
Rubric for Assessment of Content

Criteria	4	3	2	1
<p>Narrative Techniques Author uses writing techniques such as dialogue, descriptive details, and appropriate pacing to develop the story.</p>	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
<p>Transitional Words and Phrases Author uses a variety of transitional words and phrases to organize the story and manage the flow of events and ideas.</p>	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
<p>Plot The story contains a beginning, middle and end. The author effectively introduces the characters and situation in the beginning and ends the story with a logical conclusion based on the events and situation.</p>	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
<p>Description The author uses a variety of descriptive words and phrases to convey events and experiences precisely. Words have been chosen carefully for their specific meaning.</p>	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
<p>Writing Process Author shows evidence of using each step of the writing process to complete their narrative (brainstorming, drafting, revision, editing, publishing)</p>	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met
<p>Final Product Author's final product is in the required format. At least four pictures taken, collected, or found by the author are included.</p>	All Criteria is Met	Most Criteria Is Met	Some Criteria Is Met	Little or No Criteria Is Met

Student Name _____ **Grade** ____ / 24 = _____

Teacher Comments:

Story Map

Story Title: _____ Author: _____

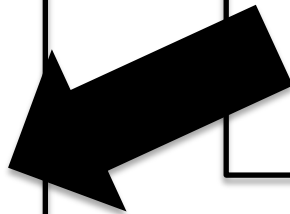
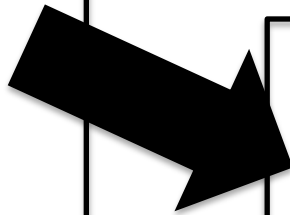
Main Characters

Setting

Beginning

Middle

End



Story Board

