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| **CRISPA Lesson Plan Template**Connections, Risk-Taking, Imagination, Sensory Experience, Perceptivity, Active Engagement |
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| **Teacher Name:** |  |
| **Content &Grade Level:** | *Reading, 2nd*  |
| **Unit Title:** | *First and Foremost: Fairytales* |
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| **Lesson Title:** | *Our Very Own Fairytale* |
| **Day of Lesson:** | *Lesson 1 of 3* |
| **Duration of Lesson:** |  *Lesson 1 will take 2 days* |
| **Length of Class Period:** | *50 minutes* |
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| **Common Core / State Standards:** | 1. *CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text*
2. *CCSS.ELA-LITERACY.RL.2.5*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*1. *CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges..*
2. *CCSS.ELA-LITERACY.SL.2.1*

*Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups* |
| **Measurable Lesson Objectives:** | 1. *The students will be able to identify the key parts to a fairytale by pin-pointing the aspects that are included and missing from a story while completing a graphic organizer.*
2. *The students will be able to understand how a characters character traits influence the sequence of events by working together as a class in creating a cohesive plot chart.*
3. *The students will be able to begin constructing their own fairytale by completing their own brainstorming plot chart.*
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| **Materials and****Resources needed:** | * *Fairytale that I wrote*
* [*https://www.youtube.com/watch?v=0yTR-LUV8VM*](https://www.youtube.com/watch?v=0yTR-LUV8VM)
* *Fairytale graphic organizer (anticipatory set)*
* *Pencil*
* *SMART board*
* *Plot chart (one for each student)*
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| **Anticipatory Set:** | ***Anticipatory Set:*** * *To begin the lesson I will read a fairytale to the students aloud that I wrote. (Sensory Experience)*
* *Before I begin reading the book I will advise the students to pay attention to the events, characters, and flow of the story.*
* *After I have finished reading the story to the students, I will have them turn to the people at their tables, pass out a graphic organizer to each group, and using the information that has been discussed in class over the last two weeks, identify the parts of a fairytale that were present in the story that I read and the parts that were not present.(Making Intellectual Connections) (Perceptivity)*
* *After they have had the chance to discuss in their groups we will come together as a class to discuss what everyone thought. (Making Communicative Connection)(Risk Taking)*
* *After the discussion ends, we will put the concrete list of items that need to be present in a fairytale on the SMART board.*
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| **Procedures and Research-based Instructional Approaches:** | ***Instructional Input or Strategies:*** * *After the anticipatory set is wrapped up I will transition into showing the students a video that reinforces what needs to be in a fairytale. (the whole video will not be played)(Sensory Experience)*
* *Once the video has concluded I will ask the students what thoughts they have.*
* *This can tranistion into what questions they have and can then lead us into the discussion on how authors came up with fairytales.(Intellectual Connection)*
* *I will then transition this topic into how the students are going to have a chance to do this in class.*
* *I will pull up the SMART board where there will be a document of a plot chart.*
* *I will tell the students that they are going to get the chance to write their own fairytale, but first we need to brainstorm.*

***Model:*** * *To model what the students are going to be doing I will first fill in my own plot chart from the book that I just read the students at the beginning of class using the SMART Board. (Perceptivity)*
* *I will conduct a think a loud where I will take my fairytale that I wrote and verbally explain the different parts that are present in my fairytale and how they match up.*
* *I will discuss my characters and their different character traits that they have.*
* *As I am talking about the process and filling out my chart I will ask the students if they have any questions.*

***Check for Understanding:**** *After I have modeled I will ask the students to put their heads down on their desks, and raise their hands when I say go to show me that they understand the process that we just went through.*

***Guided Practice:*** * *Next, the students and I will create our own fairytale using the plot chart as a class.*
* *The class will create their own characters, character traits, etc. to build our own plot chart organizer. (Active Engagement)(Making Intellectual Connections)*
* *After the chart is complete with each component that needs to be in a fairytale I will then have the students transition into doing this on their own. (Perceptivity)*

***Independent practice:*** * *I will then pass out the plot map to the students and then give them the rest of the class period to begin their brainstorming by filling out the different aspects of a fairytale.(Risk-taking)(Imagination) (Active Engagement)*
* *I will tell them that this is a rough draft of ideas and there are no such thing as “wrong” or “bad” ideas.*
* *I will encourage the students to write about something they are passionate and enjoy talking about. (Making Emotional Connections)*
* *As they begin working I will continue to walk around and answer questions as they arise.*

***Closure:**** *To close the lesson I will give students a few minutes to clean up their work areas and I will have them turn in their organizers to me. (Active Engagement)*
* *I will tell them that they will have a chance next class period to continue brianstorming and dive into creating their own characters with character traits of their own.*
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| **Differentiation:** | * *Throughout the lesson there are a number of learning modalities that are being incorporated into the lesson. For example, a number of visual and auditory examples/directions are given to the students.*
* *Also, the students are given a chance to work on their own at the end of the lesson which will allow for me to provide them help with indiviudal needs and give them instant feeedback.*
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| **Lesson Closure and Wrap-up:** | * *I will wrap up the lesson by clearly explaining what has been covered today and I will ask what questions the students have over what was discussed.*
* *I will then explain to the students that the next time we meet we will go over how to create and develop a character by using a character map.*
* *Then, I will have the students turn in their plot map handouts where I will keep them until needed so they will not get lost. ( I can use these to informally assess where each student is)*
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| **Adaptations for Students with Exceptionalities:** | * *I will have an Ipad available for students who are unable to write with a pencil. The Ipad will have the plot chart available on them and the student will be able to directly type into the handout.*
* *I will be walking around as students are working to ensure that students who need more one-on-one time have their needs met.*
* *I would refer to the students in my class who have an IEP to further adapt the lesson to their individual needs*
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**\*On the next day of this lesson the students will learn learn about characters and how to develop them in their stories by completing a character map. They will then have a chance to continue brainstorming on their handouts and confer with me about their work thus far\***