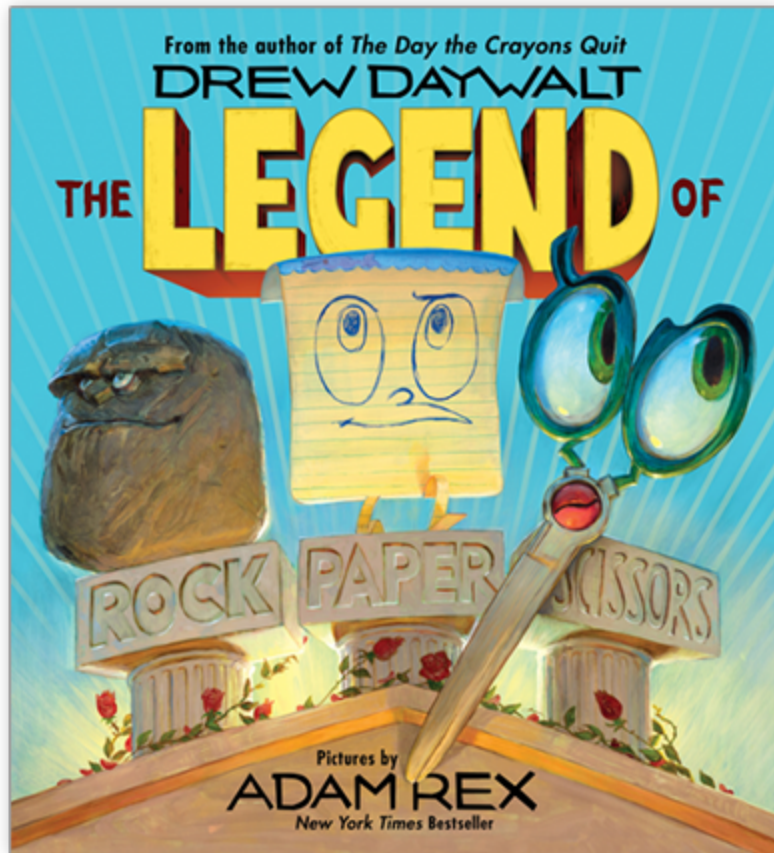


The Legend of Rock, Paper, Scissors

Unit Plan (La leyenda de Piedra, Papel y Tijeras)



3rd Grade Picture Book

Theme: Courage and Perseverance



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TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

- a. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)

Elementary school: __x__

Middle school: _____

Other (please describe): _____

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)¹

City: x_____

Suburb: _____

Town: _____

Rural: _____

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[I teach English as a new language (ENL) at Everett Elementary which is a Public four year elementary school from PK to 5th grade, located in the southside of Chicago. A total of 152 total students with 5 Caucasian, 8 African American, 3 Asians and 131 Hispanic. Among the total student population, 85 students are English learners and 138 are low income. The 138 students have access to meet the USDA income guidelines to receive free or reduced-price meals.]

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[English as a New Language Program (ENL) serves English Language Learners in the Tier 1 School District. We serve newcomers to the United States, teaching them a vast range of skills and experiences. The Federal Every Student Succeeds Act (ESSA) requires states to assess the learning standards for English language arts, math, and science. ESSA requires that English Learners be assessed in four domains (reading, writing, speaking, and listening) each year until they reach proficiency. No English learners are exempted from assessment, including those who newly arrived in the U.S.]

¹ If you need guidance when making a selection, reference the NCES locale category definitions (<https://nces.ed.gov/surveys/ruraled/definitions.asp>) or consult with your placement school administrator.

About the Class Featured in this Learning Segment

b. How much time is devoted each day to literacy instruction in your classroom?

[90 Minutes of Literacy is selected per day.]

2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

[In secondary instruction we will be tracking literacy in which the students will be divided into classes based on their overall achievement. For example, based on their literacy achievement level, they will be divided into three groups: Below average, normal and overachiever. With the goal to cater education to children who have limited understanding of the English language.]

3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

[Language Central will be the Core textbook primary instruction by Pearson, 2013.]

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

[Besides students having their own electronic device per the district, that include apps for their literacy improvement. Like Membean app that is a personalized vocabulary study adopted by Harding and many other schools. Membean manages a differentiated, multimodal learning pace for students to master and reinforce a significant number of words.]

About the Students in the Class Featured in this Learning Segment

c. Grade level(s):

[The students are into their second month of ninth grade level.]

2. Number of

■ students in the class: 20_____

■ males: _10__ females: _10_____

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.²

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Visual processing</i>	2	<i>Sit in front of class, monitoring closely, and they received large print text of the documents in class,</i>
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>English language learners with only a few words of English</i>	8	<i>ELL students will be provided with equitable access to the curriculum. Which includes reduce reading load, graphic organizers and reading strategies</i> <i>Pre-reading strategies will be used to walk students to the reading and ask them to make predictions with the use of the pictures</i>
<i>Students who have a variety of levels of English proficiency other than that used in textbooks</i>	4	<i>ELL students will use a variety of text to help on different levels of reading. Students with limited skills can read books in their native language to enhance literacy skills.</i>
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Struggling readers</i>	2	<i>Create a classroom library where reading is rich with diverse and interesting texts. Offer students the opportunity to choose their own individual book to encourage their reading at home.</i>

² California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Explanation of the Theme

Why did you choose this theme?

The legend of Rock, Paper, Scissors book has many themes, but the two most important themes involved are **Courage** and **Perseverance**. As the title of the book states the legend of Rock, Paper, Scissors. The term legend has a meaning of great courage and well known to be considered a legend. Yet, in a comical way each main character in the book embarks to their own journey to be best well-known object. However, to become a legend you must have courage and perseverance to face adversity throughout each battle they encounter. Each battle comes with a challenge, but courage and perseverance are displayed by each character. Courage and perseverance will be the two themes students will learn throughout the unit and develop a positive character once they apply them to their own goals. This book provides great illustrations that motivate the reader to keep reading and find out the motive of each character in the kingdom of the backyard, office, kitchen and garage.

What do you hope for your students will learn from the reading of this literature?

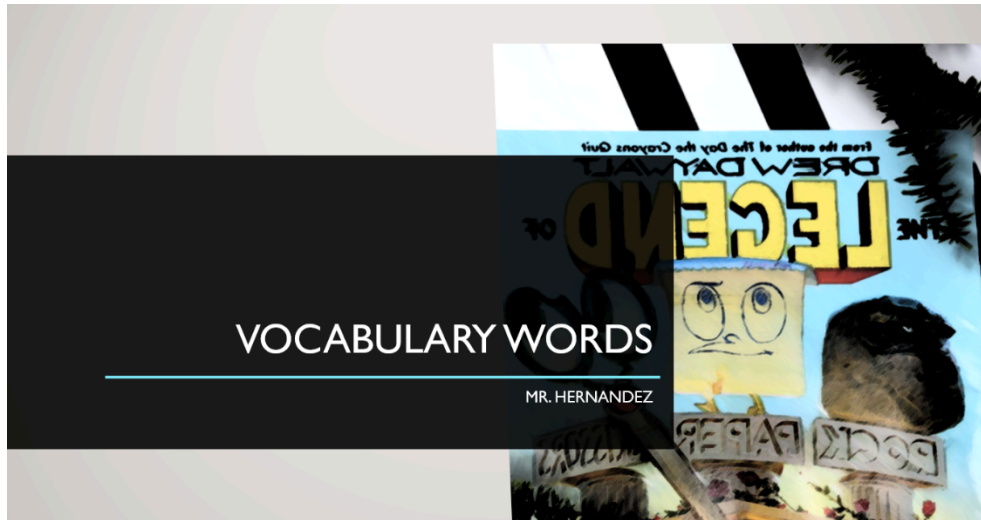
As each main character goes on their own journey to reach their own goals and dreams. I plan on my students to reflect on their own goals and dreams for their future. May this literature sow a seed of opportunity in their hearts and minds to see a bigger picture of

optimism and opportunity. Even though the characters are not human beings, they personify human instincts and values to reach their goal.

What kinds of “grand conversations” do you hope will take place as you develop the theme?

Teaching this unit in a public elementary school, I plan on providing student equity on all my students to succeed. As diversity is increasing in each school by minorities. I plan on building strategies to increase their understanding and comprehension of the book. I’m sure the students have played the game, but do they know the context of the development of the game? I will make sure students develop evidence to prove their responses in the activities and comprehension questions I present to them. I have a deep conviction that every student will become a legend of what they know in school during their learning journey as the year goes by.

Vocabulary Lesson



VOCABULARY WORDS



LEGEND



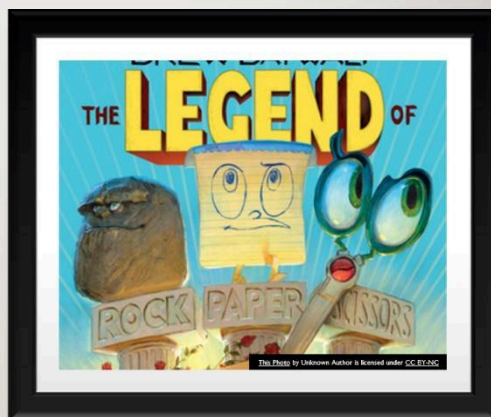
WARRIOR



CHALLENGE

LEGEND (/'LEJəND/)

- Title of the book
 - "The LEGEND of rock, paper, scissors"
- Why is the word in yellow and bigger than the rest of the title?



LEGEND MEANING

- an extremely famous or notorious person, especially in a particular field.
 - "The man was a living legend"
 - Neil Armstrong is a legend for being the first man to walk on the moon
 - I will be a legend when I go to college



CHALLENGE (/'CHALƏNJ/)

- "The rock said, no one could give him a worthy CHALLENGE" (PG. 1)
- "I CHALLENGE you to a duel!" (pg. 7)
- Scissors said: "I'm seeking out a CHALLENGER who was my equal" (pg. 29)



I need a
CHALLENGE

CHALLENGE (R) MEANING

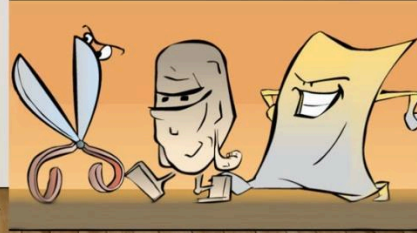
- A call to take part in a contest or competition, especially a duel.
 - Difficult task
- Are you up for the CHALLENGE to read this book on your own?



WARRIOR

(/'WÔRĒƏR/)

- "A second great WARRIOR sought the glory of battle and his name was paper" (pg. 11)
- "Rock met a WARRIOR who hung on a rope" (pg. 2)
- "In the tiny village of junk drawer, lived a great WARRIOR. They called her Scissors" (pg. 22).

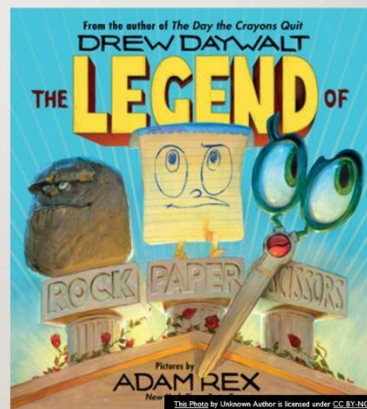


WARRIOR MEANING

- a brave or experienced soldier or fighter.



THANK YOU !



TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the **central focus** and the essential literacy strategy for comprehending **OR** composing text you will teach in the learning segment.

[The **Central Focus** of this lesson plan is to identify what it is to be and become a legend by exploring the term legend. Students will use their prior knowledge of the readings we read in class before winter break started as this lesson will be the first lesson of week 1 of semester 2. We have read all three stories of different genres before: Folktale (Robin Hood), Non-fiction (Michael Jordan), and Myth (Hercules). Students will use the text (dictionary) to determine the meaning of word and in class worksheets of the heroic acts of the three protagonists in the stories as their **essential literacy strategy** for comprehension. The worksheets and text will be provided in English and Spanish for the ELL students.]

- b. Given the central focus, describe how the **standards and learning objectives** within your learning segment address

- the essential literacy strategy
- related skills that support use of the strategy
- reading/writing connections

[Within my learning segment **literacy standards** of using dictionaries in both languages will help student determine and have clear clarification of the term Legend before reading the book. With the connection of the book, students will identify real-life connections with words and their use to support this essential literacy strategy for comprehension. Which will help them identify each protagonist heroic acts to become a legend.

Students will identify the character traits to become a hero and will use the time wisely to **write** down their own future goals to become a legend. Having students

Think Pair and Share strategy will help them share with their classmates their goals to become a legend and support their essential literacy strategy for comprehension. Yet, learning from one another supports their positive behavior and social emotional standard.]

- c. **Explain how your plans build on each other** to help students **make connections** between the essential literacy strategy to comprehend **OR** compose text and related skills that support use of the strategy in meaningful contexts.

[The **first part** of the learning segment in this lesson will engage the student by the use of the arts in music. Music sets a positive tone to begin the lesson and make a connection of the term legend. **Second part** of the literacy strategy requires them to use the dictionary in their desk to make a connection of the term Legend. Having the definition of the term prepares the student to enter the **third part** of the virtual classroom PowerPoint presentation I formed to help the students learn about each character and their traits to become a legend. Having learned from

each character prepares them with background knowledge the traits to become a legend. Therefore, the **fourth part**, leads the students to writing their own goals to become a legend.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[With regard to the central theme of this lesson, students were prepared with knowledge of each main character before the start of this lesson. They had clear interaction with the text of each heroic character. They were able to recognize each genre of the book read in class through the book setting, plot and physical features each character possessed. Students interacted with the worksheet given to annotate each character's successes and failures throughout their journey. Think pair and share literacy strategy helps students interact with one another to support their responses they annotated in the "I am a Legend" worksheet.]

- b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

[Having an inclusive multicultural classroom of 20 students of African American, Caucasian and majority Hispanic. 1 African American, 2 Caucasian and 17 Hispanic are the total students present in my classroom. The school is located in south Chicago where majority of the population are Hispanic. 88% of the student demographic is Hispanic. The classroom is heavily supporting the ELL program as a total of 8 students are new to the country. Being able to speak both languages helps the student literacy and build confidence to face the everyday classroom experiences and challenges. All material given to the students is in both Spanish and English languages to have full comprehension of the lesson. The more welcoming the classroom is to their culture the more interested the students are in learning.]

3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition, use principles from research and/or theory to support your justifications.**

- d. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

[My understanding of my students' prior academic learning and personal, cultural, and community assets are guided by my choice and adaptation of learning tasks and materials. This lesson is designed to create opportunities to all students and to offer direction on their future goals through the English language arts. Students developed prior knowledge content through text readings and instruction. Instruction will be given through **virtual classroom**. This theory helps students use visuals such as PowerPoint to follow along the teacher's presentation (**Daniels and Zimmerman 2004**). In addition, **Picture walk & Reading** theory will be used to develop concepts and vocabulary before reading a story (**Roe & Smith 2019**). Finally, **Think Pair and share** will be used to have students think on their own before pairing up to share responses and evidence they found in the given assignment. (**Frank Lyman 1981**)]

- e. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[**Whole class**: The teacher will provide students with a worksheet (I Am a Legend) that will be translated both English and Spanish to identify the heroic traits and actions each protagonist in the story has and did.

Student with IEP's: Two students with IEP's have visual processing needs and will provided with larger font worksheet and outlines of the worksheet half done for them to finish the rest of the character traits. Better yet, students will be placed in smaller group to guide them efficiently and effectively in the lesson. This strategy of grouping will promote student learning, achievement and lower levels of anxiety. Yet, they will be given extended time to complete the worksheet and literacy activities.]

- f. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

[A common **misconception** within the literacy central focus will be asking students to **compare and contrast** each protagonist in the story before they have enough information. Despite being the first lesson of the second semester, the teacher has provided a brief narrative of each legend (protagonist to read during winter break). In addition, multiple sources of information will be provided to the students to use as evidence before responding any questions. We can say that we can't support an opinion without a foundational structure.]

4. Supporting Literacy Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

- g. **Language Function**. Using information about your students' language assets and needs, identify **one** language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language

functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	Identify

[In this learning segment students will be asked to utilize the **language function** of **Identify**. Where they will identify the meaning of the word using text and evidence to connect it with other activities performed in this learning segment.]

- h. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[In this **first lesson** of the unit dated **January 6, 2020** in **activity #2** we will use the formative assessment of virtual classroom to have the class attentive and be able to **identify** character traits of each legend to fill out their “I am Legend” worksheet. The teacher will use this platform to check on student’s comprehension with the discourse and literacy connection.]

- i. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary or key phrases
- **Plus** at least one of the following:
 - Syntax
 - Discourse

[The language demands both written and oral will be shared throughout the lesson. **First**, they identify the meaning of the word and **key phrases** used like character traits, heroic acts experiences and peer engagement. **Second**, they will use the key words and vocabulary words used to orally present in class of their future goals to become a legend in the future. Which will help the students use the discourse given to orally present in class. For example, a legend can be a warrior and diligent worker. Students use the key phrases found in the text to **identify** the meaning before orally presenting their future goals.]

- j. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

[Students will have **prior knowledge** of vocabulary used in the lesson due to stories being discussed before winter break. However, **During** the learning task language will be supported throughout the Virtual Classroom platform. As they will use this platform to obtain visual support throughout the lesson. With the diverse vocabulary used in the lesson, students will identify and list future goals to become a legend.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

- k. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend **OR** compose text **AND** related skills **throughout** the learning segment.

[Before **Activity 1** begins, the teacher will play the song “I am Legend” to set the positive tone for the class to begin. This **informal pre-assessment** will help the teacher recognize who remembers the stories read before winter break of being legend. Corresponding their answers, the word traits will be introduced to prepare the discussion on character traits to become a legend.

The **formal assessment** will include the completion of the “I Am Legend” worksheet before answering their own personal goals. In the worksheet it will include evidence of each legend to use to help students think of ideas of their own personal goals to become a legend]

- l. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[**Student equity** will be displayed throughout my whole lesson with efficient and effective resources. For example, English and Spanish dictionaries available to all **ELL students**. Translations of the given work and discourse displayed in class will be available. Oral presentations will be in both English and Spanish with no restrictions. In addition, the whole class environment will be filled with all Spanish speaking cultures through portraits and flags. This allows the classroom to be welcoming and efficient in learning. In addition, the two students with **IEP and visual restrictions** will be valued in class with bigger text material given and extended time to finish and comprehend any assignment.]

Pre-Reading, During Reading and Post Reading Activities

Pre-Reading	During Reading	Post reading
Creating and Answering questions (Book Box) Predicting	Monitoring comprehension Using mental imagery (inference)	Rock Paper Scissors Competition

Pre-Reading: Predicting focuses students' attention on anticipating what they are going to read. This technique helps students prepare emotionally for the content of the written text, helps them make comparisons with their previous readings and experiences, and allows them to formulate questions that they may wish to have answered through reading. Students will have the following items in a box (**Book Box activity**): rock, paper, scissors, the word battle and small trophy and they will make predictions about what the story will be about in their table. They will write their predictions on a worksheet given to them. This activity will help them develop an understanding of what the book consists of.

During Reading: By monitoring their comprehension, students assess their own understanding while engaging in reading a written text. However, mental imagery will be the strategy we used the most. I will begin reading the story. Pause after a few sentences containing good descriptive information. I will share the image created in my mind and talk about the words in the book that helped you draw your picture. The picture may be related to settings, characters, or actions. In other words, this strategy is also known as **inference**. Students will find clues to get answers while the teacher pauses to monitor comprehension while reading.

Post Reading: Students are eager to play the game after reading the book as the final sentence in the book after reading states: "Children around the world in classrooms still honor the three great warriors by **playing**, Rock, Paper, Scissors! With that said the teacher will set up a tournament of the traditional game. They will all win prizes after playing the game, but the final winner will win a \$10 gift card to anything he wants. Yet, the theme of the game is not to make enemies but make friends playing the game.

Instructions for the tournament: Best 2 out of 3 games to proceed to the next round. Make friends and not enemies during the game. Have fun and play fair. Make the correct choice of Rock, Paper Scissors!

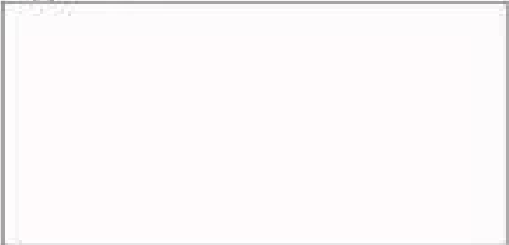
Pre-Reading Activity: Book Box



NAME: _____

Predictions

Draw a picture of what you predict will happen next.

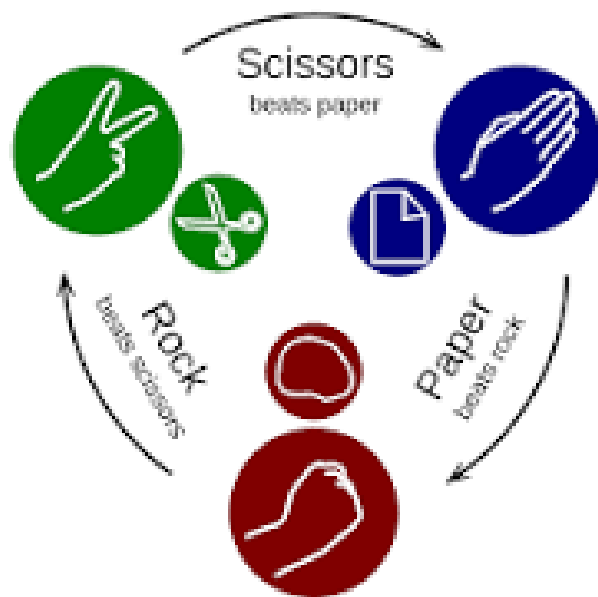


Why do you think this will happen next?

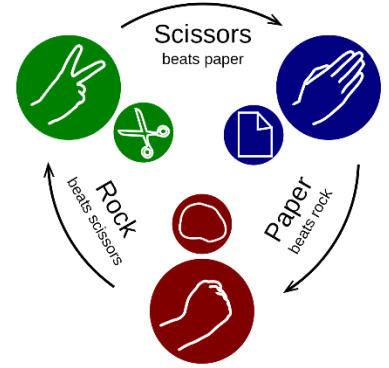
During Reading:



Post Reading: Rock Paper Scissors Class Tournament



Comprehension Questions



Main Idea Question:

1. **What is a sentence that explains what this selection is about?**
answer may vary on the setting each object is at

Detailed question:

2. **Who was the Rock's first opponent?**
The Rock's first opponent was a Clothes pin

Vocabulary Question:

3. **What does victorious mean and who was victorious in all battles?**
Victorious means having won a victory, champion and rock, paper and scissors were all victorious in all battles.

Sequence Question:

4. **After Scissors defeated the roll of tape in battle, who was its next opponent and where was the battle?**
Scissors' next opponent in battle was Chicken nugget dinosaurs found in the kitchen refrigerator.

Inference Question:

5. **What object is more competitive? Why or why not?**
All three objects were competitive in their own journey. However, any answer is correct if they classify each protagonist opponent greater than the others. For example, a roll of tape may be a bigger opponent for scissors than a clothespin for rock.

Evaluation Question:

6. **Was the Rock the greatest warrior between his other opponents? What information in the book makes you believe this?**
Students will evaluate each warriors' opponents to decide whether the rock was the greatest warrior, or they were all equal.

Creative Response Question:

7. **By playing who can beat Mr. Hernandez in a Rock, Paper, Scissors tournament?**
Each student and teacher have equal options to win in the tournament, there is no advantage in the game. We are all legends and can become friends and not enemies.

Lesson Plan (1)

Date: 01/06/2020 Subject: Language Arts Grade Level: 3rd Grade Time needed: 50 Minutes

Preliminary Planning

Topic/Central Focus: Explore the term Legend, before identifying what it is to be and become a legend.

Prior Student Knowledge: This will be my first lesson of week 1 of semester 2. Before the winter break, we read several stories of myths (Hercules), nonfiction (Michael Jordan) and epic drama (Robin Hood). The stories consisted of three protagonists that did historic acts to be considered a Legend.

This is an inclusive with a multicultural class background of 20 students: African American, Caucasian and Hispanic ethnic backgrounds. Two students' have IEP's where differentiated instruction is used by the general education teacher. Special education teacher assistance is not provided. Eight of the twenty students are ELL students who have knowledge of a few words in English. They will be provided with equitable access to the curriculum. Which includes reducing the reading load and providing them with translated copies of the work given.

Illinois Learning Standards addressed:

CCSS.ELA-LITERACY.L.3.4.D

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

2B.1b. Describe positive qualities in others.

Academic Language:

- **Language Function: Identify**
- **Key Learning Task:** Students will Identify the difference between the stories read (myth, nonfiction, folktale) in class to identify the meaning of legend.

- **Additional Language Demands:**
 - Vocabulary and/or symbols: Character trait, personalities, heroic acts, popular, team, family, experiences, formal communication, peer engagement

- o Discourse: Students will identify, through discussion with their tablemates about the definition of the word legend, three stories they read over winter break, and character traits of each protagonist in the story.
- **Language Supports:** Language will be supported throughout the PowerPoint presentation the teacher will present as visual support to the students and throughout the lesson. Yet, in the lesson students will compare each protagonist and students will identify and list future goals to become a legend. Each student will be sharing out loud with class of their goals

Objectives:

1. Students will observe the PowerPoint slides and identify each protagonist displayed (Hercules, Michael Jordan, and Robin hood). They will write down character traits to be considered a legend with 80% accuracy. (**CCSS.ELA-LITERACY.L.3.5. B**)
2. Given the I am a Legend worksheet, students will use one of the twenty-five dictionaries in class to define the word Legend with 80% accuracy. (**CCSS.ELA-LITERACY.L.3.4. D**).
3. Students will present in class their own list of goals and with a positive attitude the whole class will celebrate each student that presented with 100% accuracy. (**2B.1b**)

Differentiation/Planned Support:

Whole Class: The teacher will provide students with a worksheet (I am a Legend worksheet) to follow along with the PowerPoint the teacher will be presenting. The copies of the worksheet will be written in English and Spanish to help the ELL Students.

Students with IEP's: The two students with IEP's have visual processing needs and will be provided with larger font worksheets and outlines of the worksheet half done for them to finish the rest of the character traits. In addition, extended time will be given to them to complete the worksheet.

Formative Assessment (Process):

FA1 Virtual Classroom: Students will follow the teacher's discourse while looking at the PowerPoint. The teacher will use this platform to check the understanding of the student while asking questions of each character.

FA2 Think Pair Share: Students will think on their own first, then pair the students together to share their own goals of being a legend.

Summative Assessment (Product):

SA1 Oral presentation: Students will share their own goals as a whole class

Preparation: I will make sure my PC is set up for PowerPoint. Have four dictionaries in each table, making it a total of twenty dictionaries available for students. Eight of the twenty dictionaries will be bilingual for the ELL students. Yet, I will make copies of the worksheets and

have pencils available at my desk.

Technology used: PowerPoint, YouTube.

Instructional Plan

Engage, Connect, and Launch: (3 Minutes)

Engage: The teacher will engage the students by playing a song on YouTube about [I AM A LEGEND](#)

Connect: The teacher will ask them if they read and remember the stories that were read in class before winter break of people that are considered to be a legend connected to the song played in the beginning of class.

Launch: Corresponding their answers, the word traits will be introduced to prepare the lesson on character traits of Legend. Today students will identify the difference between the stories read (myth, nonfiction, folktale) in class to identify the meaning of legend.

Sequence of Learning Activities:

Activity #1: Picture Walk & Reading. (CCSS.ELA-LITERACY.L.3.4. D/ OBJ. 2 /20 minutes). A picture walk is a strategy used to help develop concepts and vocabulary before reading a story or discussion. Roe, Smith (2019).

1. Students will sit at their tables after listening to the song the teacher played for them on the carpet.
2. The teacher will hand them a paper ([I am a Legend Definition](#)) and expect them to follow along as the instructions are read to them.
3. Ask students to make sure they use the dictionaries in their tables.
4. Walk around the class activity to provide support (**Differentiated instruction for students with IEP's**)

Transition: After students have worked with their tables in finding the definition. They will focus their attention on the screen as the teacher will introduce the stories we read before and give an overview of each character

Activity #2: Virtual Classroom (CCSS.ELA-LITERACY.L.3.5. B/ Obj. 1/ 30 minutes)

Students use visuals such as PowerPoint to follow along the teacher's presentation to meet the learning standard by creating sentences to their interest in the visual presentation (Daniels and Zimmelman 2004).

1. Students will shift their attention to the screen as the teacher presents each character. [Legend PowerPoint](#) (FA 1). Google slides worksheets will be handed out to the two

students with IEP's to follow along the teacher's discourse. The Google slides worksheets will be bilingual for the eight ELL students (Ser Un Leyenda presentation).

2. Who knows what is a legend? is the question the teacher would ask before presenting?
 - a. Will pick several of students to answer that question verbally
3. First Character to be presented in the PowerPoint will be Hercules.
 - a. How is he a legend?
 - b. What did he do?
 - c. What are his character traits?
4. Second Character to be presented is Michael Jordan
 - a. How is he a legend?
 - b. What did he do?
 - c. What are his character traits?
5. Third and final character to be presented will be Robin hood
 - a. How is he a legend?
 - b. What did he do?
 - c. What are his character traits?

Transition: After completing the PowerPoint students will finish the last question on their worksheet: What do you want to be when you grow up to be a legend?

Activity #3: Think Pair Share (2B.1b / obj. 3/ 17 minutes)

Students have 2-3 minutes to think on their own. On my signal they will turn to a partner at their desk to discuss their thoughts for five minutes and finally share with the class for discussion (Frank Lyman 1981).

1. The teacher will walk around the classroom to assist the students develop effective adjectives to write their sentences when working on their own before turning to their partner.
2. The Teacher will extend the time for the students who need to complete the last question (Differentiated instruction for IEP's).
3. Students will turn to their partners to share what they wrote for the last question. (FA 2). ELL students will partner up with other ELL students to work together during this formative assessment.
4. The teacher will be the first person to share what he did to become a Legend in teaching. What character traits he used to become a teacher?
5. The teacher will randomly call students to participate and share their thoughts (SA 1).
6. With a positive mindset they will congratulate each student for sharing. (2B.1b)

Transition

After completing the activity each student will hang their worksheet in the Guided reading activity board, to remind them of their goals to become a legend.

Closure: The teacher will ask the students to be prepared to encounter the next class book: The LEGEND of Rock, Paper, Scissors. Think of the character traits each object or protagonist has before reading the book. What does rock do? What does paper do? What do scissors do?

Assignment: No Assignment

5-Day Unit Plan Calendar

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading Activity	Pre-Reading Activity: What is a legend?	Vocabulary Lesson	The Legend of Rock, Paper, Scissors Reading Lesson	Comprehension Activity	Fine Arts Activity
Reading Skills/ Reading Strategies	Utilize the dictionary and visuals to analyze the meaning of Legend	Phonics Skill Chart Use the dictionary	Guided Reading strategy (sight words/ context clues)	Communicate in written form Retell the story with accuracy	Communicate with the classroom with oral presentations in class
Daily Objectives	Analyze the different heroic characters displayed in class.	Students practice multisyllabic words in the book/Syllable Spelling Patterns	Connect the ideas and purpose of each page read from the book	Forming a Narrative Recalling information from the book and experiences	Have students express creativity when presenting in front of the class- fully address their future plans, speak clearly, enthusiasm
Assessment	Virtual classroom/ Think Pair and share	Postcard Vocabulary	Two Roses and a thorn- Name two things that you liked about the book and one thing you did not like.	Write it down- Have students write down an explanation of what they understand. Peer assessment-Have students discuss with each other about their narrative.	Oral Presentation
CCSS English Language Arts &	CCSS.ELA-LITERACY.L.3.4.D- Use glossaries or beginning dictionaries,	CCSS.ELA-LITERACY.L.3.4.D- Use glossaries or beginning dictionaries,	CCSS.ELA-LITERACY.RL.3.3- Describe characters in a story (e.g.,	CCSS.ELA-LITERACY.W.3.1.C- Provide Reasons that support opinion	CCSS.ELA-LITERACY.SL.3.4- Report on a topic or text, tell a story, or

Literacy Standards	both print and digital, to determine or clarify the precise meaning of key words and phrases.	both print and digital, to determine or clarify the precise meaning of key words and phrases.	their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Social-Emotional Standards	2B.1b. Describe positive qualities in others.	2C.1b. Demonstrate appropriate social and classroom behavior.	2A.1b. Use listening skills to identify the feelings and perspectives of others.	1C.1b. Identify goals for academic success and classroom behavior.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.

Rationale

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

My artifact is an ideal representation of knowledge indicator **6F** as stated that a competent teacher recognizes the relationship among reading, writing and oral communication and understands how to integrate these components to increase the content of learning. In my lesson plan students will be able to explore the text through vocabulary, make inferences, and identify real life connections with what they learned in the book. Being able to identify key words and phrases of the text is an important aspect to increase in oral reading and written literacy. Yet, students will be able to use other texts to improve in their word fluency like the dictionary I provided them to help support the word meaning and purpose. Last, but not least, they will be making real life connections with the text read by sharing their ideas with their classmates through oral communication. The think, pair share method plays a vital role in supporting one another to facilitate the acquisition of content knowledge.

In addition, my unit plan provides support to all students despite the challenge it is for the ELL students. The knowledge **6J** indicator states that a competent teacher selects, modifies and uses a wide range of printed materials appropriate to the content areas and the reading levels of each student (including ELL's). I want all my materials given to students to be enjoyable and comprehensible to them. Throughout my PowerPoint and other text given to them will be in Spanish as well. My goals are to make students love literacy, comprehend the English text through supports provided and build memories in my classroom. As my book unit "*The legend of Rock, Paper, and Scissors*" is something they will cherish and remember.