

Lesson Guidance 4.2	
Grade	2nd
Unit	4 Module 4
Selected Text(s)	<ul style="list-style-type: none"> • Suggested Texts and Materials: • Review + Reteach Using Previous Text
Duration	Approximately 2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

- Participate in a mock trial
- Fluently perform their mock trial script by reading with purpose and understanding

CCSS Alignment

Priority Standards:

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.

CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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.

CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.L.2.6 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., *When other kids are happy that makes me happy*).


Supporting Standards:

CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.



	<p>CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.</p> <p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.</p> <p>CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.</p>
 WIDA Alignment	<p>ELD-LA.2-3.Narrate.Expressive: Construct language arts narratives that engage and adjust for audience through tone of voice, gesturing, acting behaviors to adjust for story audience.</p>
<p>End of lesson task <i>Formative assessment</i></p>	<ul style="list-style-type: none">• Participate in a mock trial (SL.2.4)• Fluently act out their role in the mock trial (SL.2.4)• Use a graphic organizer to gather facts learned from witness testimonies during the mock trial to support an opinion statement.
<p>Knowledge Check <i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none">• Review expectations for the mock trial with students• Discuss how students can support each other while engaging in the mock trial. <p>Key Terms</p> <ul style="list-style-type: none">• Key Details• Word Meaning• Retelling of Events• Folktale• Moral• Central Message• Compare and Contrast <p>Foundational Skills Connections Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration</p>



[document](#) will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.

Vocabulary Words (*words found in the text*)

If needed, review vocabulary from earlier modules to support students in their performance.

- jury, judge, bailiff, verdict, court clerk, statue, defendant, plaintiff, defense attorney, prosecuting attorney, witness, voir direct, credibility



ELD Instructional Practices for Vocabulary: Use the [Frayer Model strategy](#) ([Frayer Model](#))

“Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
 - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
 - (2) “student-friendly” definitions
 - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
 - (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
 - (5) pointing out cross-language similarities (e.g., cognates),
 - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [Vocabulary Tracker](#), [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

SPED Accommodation/Differentiation:

- When orally responding to text dependent questions, prompt students to “Turn the Question Around” or provide students with sentence stems/frames to aid their ability to speak and write complete sentences.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Start by pre teaching the following vocabulary terms jury, judge, bailiff, verdict, court clerk, statue, defendant, plaintiff, defense attorney, prosecuting attorney, witness, voir dire, credibility.



[ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates’ thoughts/reasoning via a structured, collaborative discussion about the text, concept or



ideas.

- [Deep Reading of an Image](#) enables students to collaborate as they analyze details related to the theme / ideas / concepts. Students also benefit from scaffolded formulaic expressions (sentence starters).
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.
- During the formative assessment, students will use the story map responses to give them the language they need to orally rehearse the story elements. Have children practice in pairs prior to sharing with the class to give sufficient oral practice on academically relevant and challenging content.

Content Knowledge:

- The Judicial System
- Trial
- Wright vs Wrong
- The importance of laws
- Actions have consequences

Shared Reading:

Engaging with Texts:

- Students will perform the script that they developed over previous lessons, reading with purpose and understanding.

Sentence Comprehension: *Once upon a time, when pigs spoke rhyme, and monkeys chewed tobacco, and hens took snuff to make them tough, and ducks went “quack, quack, quack, oh!” there was an old sow who had three little pigs.*

Guided Question: How does the author use repetition and rhyme in this sentence?

- What is the sentence about? (an old sow who had three little pigs)
- What does the word “sow” mean as used in this sentence? (an adult female pig)
- How do we know the setting takes place in a different and imaginary time? (the author begins with “Once upon a time...”)
- Speaking and Writing Sample: Think about an imaginary story that you would like to tell others. Begin your story with a “Once upon a time ____” line. Example: Once upon a time, in a hidden galaxy there lived a princess.

Discourse:

Prior to beginning the trial, students can speak with one another about how they can support each other during the mock trial.

- Possible sentence frame: “One way we can support each other during our performance is ____.”

After the mock trial, debrief the trial. Students will work in groups of 4 to discuss the following questions:

- What were the strong and weak points of each side?
- What additional information would have been helpful?
- Who was the most believable witness? Why?
- Did you change your mind during the trial? Why?
- Are there other ways that the problem could have been settled? What would have been the advantages or disadvantages?



ELD

ELD Scaffolds

- **Support for all levels:** Prior to the mock trial performance, explain how readers and actors change their tone of voice based on different punctuations such as exclamation and question marks. Model this for students. Also, when practicing the script with the class, if there are gestures that should be added in to make a stronger impact on the audience, have those speakers note it on their script (e.g. *point at the wolf when someone says excitedly, "He tried to break into the house through the chimney!"*) Find these spots in the script so the readers can notate and prepare accordingly.

SPED Accommodation/Differentiation:

- Prior to reading, lead a discussion to evoke prior knowledge related to environment and environmental changes, etc. Use a structured discussion protocol like De Bono's hat linked [here](#).
 - Modify as necessary for this discussion.
- Prior to reading, allow students to take a picture walk through the text
 - Draw students' attention to illustrations and information that will be useful for comprehension of the content
- Prior to reading the text, pre assign students information on topics to look for
 - Be sure that students understand that they will be asked questions specifically about these topics throughout the duration of the lesson (see Practice and Apply Skills)
- During reading, pause and ask standards based questions to check for student understanding
 - Who are the characters in the story?
 - Where does the story take place?
 - When does the story take place?
 - What is one of the most important details? Why?
 - Why is ___ a key detail?
 - How does knowing where the story takes place help you understand the story?
 - What do you wonder about?
- During reading, lead students in a discussion regarding what they observe in the pictures and videos while they are making their descriptions on the graphic organizer in order to check for their understanding and to develop their oral language skills.
 - Model conversational etiquette and expectations
- After reading, review information that is critical for completing the text based questions
 - Use information from text based questions (see Practice and Apply Skills) to drive review and discussion of information
- When completing text based questions, provide students with a copy of the text
 - Allow students to highlight, underline, use sticky notes or other visual markers to help organize information
 - For some students, it may be appropriate to provide a prefilled outline in which they have to provide a limited amount of information
- During discussion, prompt students to speak in complete sentences in order to heighten their ability to write in complete sentences. Prompt students to exchange an adjective they use in their speaking for a more descriptive adjective in order to foster word consciousness.
 - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content

Small Group Reading Instruction:

Based on student needs (i.e. foundational skills and language comprehension), teachers will scaffold instruction by looking at the [vertical progression](#) of the priority standards in order to differentiate instruction so that students can access text.

Formative Assessment:

- Participate in a mock trial (SL.2.4)
- Fluently act out their role in the mock trial (SL.2.4)
- Use a [graphic organizer](#) to gather facts learned from witness testimonies during the mock trial to support an opinion statement.

ELD

[ELD Scaffolds](#)

- Provide additional time for newcomer and beginner learners to practice their parts. Allow students to record if performing live is too uncomfortable.

SPED Accommodation/Differentiation:

- Before engaging in the formative assessment, review information that is critical from the Module
- Before completing the formative assessment, host small group discussions with students to generate ideas
 - Create an anchor chart of other graphic organizer to help students visualize information
- Before completing the formative assessment, host small group discussions with students to review and reteach information taught in the text
 - Draw students' attention to critical information that can be used throughout the completion of the task
 - Allow students to make annotations directly on their text to help aid in student comprehension
- Before completing the formative assessment, provide students with an exemplar for completion
 - Post exemplar for students to access throughout the completion of the task
 - Consider creating a checklist for students to help organize / manage time and tasks
- During the formative assessment, provide frequent feedback by checking in with students
- During the completion of the formative assessment, guide students in the process of writing a paragraph, transferring information from the text in order to complete the text based questions
- During the writing, reinforce (with tapping) sound-grapheme correspondence for spelling in order to strengthen encoding skills.
- During the formative assessment, allow students to dictate their responses
- To further modify the formative assessment, it may be appropriate to provide students with cloze sentences in which they have to provide a limited amount of information
 - Allow students to complete the modified assessment using any of the above listed accommodations

Optional Extension Activity: n/a

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon](#)


[Foundations](#)

[Sounds First: Phonemic Awareness Resource Weeks 1-8](#)

[Sounds First: Phonemic Awareness Resource Weeks 9-18](#)



	Sounds First: Assessments Sounds First: K-2 Video Demonstrations
Fluency	Fluency Protocols
Sentence Comprehension	<p>Focus on Syntax Sample Sentence: <i>Once upon a time, when pigs spoke rhyme, and monkeys chewed tobacco, and hens took snuff to make them tough, and ducks went “quack, quack, quack, oh!” there was an old sow who had three little pigs.</i> Guided Question: How does the author use repetition and rhyme in this sentence?</p> <ul style="list-style-type: none">• What is the sentence about? (an old sow who had three little pigs)• What does the word “sow” mean as used in this sentence? (an adult female pig)• How do we know the setting takes place in a different and imaginary time? (the author begins with “Once upon a time...”)• Speaking and Writing Sample: Think about an imaginary story that you would like to tell others. Begin your story with a “Once upon a time ____” line. Example: Once upon a time, in a hidden galaxy there lived a princess.
Writing	Pattan Writing Scope and Sequence

Additional Supports	
 ELD Practices	<ul style="list-style-type: none">• English Language Development Instructional Guide• Strategies for English Learners• Argumentative Student Language Support Sheet(ELD)• Narrative Student Language Support Sheet(ELD)• Informational Student Language Support Sheet(ELD)• Sample Linguistic Frames
SpEd Practice	<ul style="list-style-type: none">• Model what it looks and sounds like to summarize a group discussion when it is your turn to speak and then to elaborate on the discussion, so that students have a clear mental picture of what to do.• Prompt students to summarize the discussion when it is their time to speak and to elaborate on what has been said in order to elicit participation and practice and to assess the skill level of each student.• Instruct students in the use of outlining what they intend to write for both the summary and scenario. Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently.• Provide sentence starters if necessary to help generate ideas for sentences.• Allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to handwritten composition for



	<p>students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens .</p> <ul style="list-style-type: none">• Encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage.
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access