

Lesson Guidance 3.3	
Grade	2nd
Unit	1 Module 3
Selected Text(s)	<ul style="list-style-type: none"> • Project Play Video • Project Play Read - Teacher's Copy • Project Play Reading- Student Copy • Project Play Formative Assessment • Think-Pair-Share • Original Copy (Reference) Project Play at Swanson School (pages 4-8)
Duration	5 days (approx)

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

Learning Goal(s)

What should students understand about today's selected text?

- Write a story about a time that someone learned to do or not do something even when there wasn't a rule.

CCSS Alignment

Priority Standards:

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.

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.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*).

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.

Supporting Standards:

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.RF.2.3



	<p>Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams. CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes. CCSS.ELA-LITERACY.L.2.2.C</p>
 WIDA Alignment	<p>ELD-LA.2-3.Narrate.Expressive: Construct language arts narratives that develop a story with time and event sequences, complication, resolution, or ending through factual statements without evaluative language to describe the thoughts and actions of characters.</p>
<p>End of lesson task <i>Formative assessment</i></p>	<p><i>Based on formative assessment, review and reteach as needed.</i></p> <ul style="list-style-type: none">• Authentic performance task # 3: Write a story about a time that someone learned to do or not do something even when there wasn't a rule.
<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 the elements of narrative writing with students:• Write comprehensive meaningful sentences related to the text• Create "See, Think Wonder" Charts/Boards utilizing conceptual development immersion <p>Key Terms</p> <ul style="list-style-type: none">• Narrative Writing.• Key Detail• Evidence• Meaning• Recount <p>Foundational Skills Connections</p> <p>Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>Vocabulary Words <i>(words found in the text)</i></p> <ul style="list-style-type: none">• <i>Based on formative assessment, review and reteach using selected text.</i> <p> ELD Instructional Practices for Vocabulary: Use the Vocabulary In Context strategy (see example)</p> <p>"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</p>



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 [notebook configuration](#), [vocabulary log](#), or [Fray Model](#) activity to increase understanding

SPED Accommodation/Differentiation:

- Prior to reading, use an explicit instruction routine to teach vocabulary critical to understanding the text as a whole in order to facilitate text comprehension and foster deep processing and retention of word meaning so that students are able to readily use the targeted words in their speaking and writing. [Click here to see an explicit instruction vocabulary routine](#)

Core Instruction

Text-centered questions and ways students will engage with the text
Enduring Understanding: We can learn from both good and bad choices.

Opening Activity: Ask the students if there was one thing they could change/have/ or do at recess what would it be?

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic/concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Content Knowledge:

Based on formative assessment, review and reteach using selected text.

Shared Reading:

- Share the purpose:



- Think, Share, Wonder activity with images of peril (not too intense) and tranquility to illustrate the comparison/contrast of a safe state of being versus an environment of unrest. These can be nature-based so as to remain neutral. For example, an image of an erupting volcano or a tornado paired with a serene-looking seascape or peaceful meadow.
[Think Share and Wonder](#)
- Read the text by...
 - Engage in a second read of “Project Play” via partner/small group reading either with the text alone or accompanied by an audio version
 - Utilize the chunking strategy of “text rendering.” In text rendering, students read the text independently and then select a: sentence from the text, a phrase (two or more words but NOT a complete sentence,) from the text, a single word from the text, and then their own meaningful or connecting word from their own frame of reference and then share these snippets in turn. This allows each student to take ownership and have a voice without needing to read the entire text “round robin” style.
- Practice and apply skills; Students will:
 - Mark text by either using virtual “stickies” or physical Post-it Notes. Marking text is a metacognitive strategy where students notate a word, sentence or phrase of text with notations of symbols such as: smiley faces, sad faces, lightbulbs, question marks, exclamation points, etc.
- After reading, prepare students to write their story:
 - Brainstorm ideas for their story:
 - lessons that the characters might learn
 - the sequence of events that will be included in their stories
 - how they will describe the words, thoughts, and actions of their characters
 - Draft stories
 - Edit their stories based on feedback from peers and teachers
 - Publish a final version of their story

Sentence Comprehension:

Sample Sentence: “*Leaders at the school were worried because 50% (one half) of students didn’t play every day.*” (Paragraph 1)

- Guiding question: How can words in parentheses help us understand the information in a different way?
- Who is the sentence about? Hint: Who was worried? (Leaders)
- Why were they worried? (Because 50% of students didn’t play every day)
- What is another way of saying 50%? (one half)
- Speaking and writing connection: My (friend/family/teacher) let me have ____% (what the percentage is equal to) of their _____ (noun). Ex. My friend let me have 25% (one quarter) of her pizza.

Discourse:

- Students may engage in collaborative Accountable Talk with Sentence Starters as an assistant.
- These Sentence Starters will include (but are NOT limited to:)
- *I agree with you because...
- *I disagree with you because...
- *What you said makes me wonder...
- *I can connect with what you said because...
- *I have a text to self connection...
- *I have a text to text connection...
- *I have a text to world connection...
- *What you said makes me uncomfortable because...
- *What you said makes me happy because...
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- Sentence starters may be posted for students to reference and/or they may be available as hand-held prompts for the activity.

ELD

[ELD Scaffolds](#)

- Review ELD focus areas as needed based on content retaught/reviewed

SPED Accommodation/Differentiation:

- Based on formative assessment review SPED Accommodations/Differentiation and reteach

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:

- Authentic performance task # 3: Write a story about a time that someone learned to do or not do something even when there wasn't a rule.

ELD

[ELD Scaffolds](#)

- Allow the use of home language with responses for students to use all of their linguistic repertoires to participate.
- Use word/picture banks to increase comprehension of academic vocabulary (e.g., display a word box of related vocabulary; illustrations from the text can be used to elicit responses)

SPED Accommodation/Differentiation:

- Provide kinesthetic learning opportunities as well as musical and hands-on art related tasks connected to the story in order to differentiate for variant learning styles and accommodate the spectrum of learning capabilities.

Optional Extension Activity: Illustrate a picture that goes with your performance task story.

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon \(Alignment to the core resource\)](#)

[Foundations \(Alignment to the core resource\)](#)

[Foundational Skills Integration Resource](#)

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

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

[Sounds First: Assessments](#)


[Sounds First: K-2 Video Demonstrations](#)

Fluency

[Fluency Protocols](#)



Sentence Comprehension	<p>Sample Sentence: <i>Leaders at the school were worried because 50% (one half) of students didn't play every day. (Paragraph 1)</i></p> <ul style="list-style-type: none">• Guiding question: How can words in parentheses help us understand the information in a different way?• Who is the sentence about? Hint: Who was worried? (Leaders)• Why were they worried? (Because 50% of students didn't play every day)• What is another way of saying 50%? (one half)• Speaking and writing connection: My (friend/family/teacher) let me have ____% (what the percentage is equal to) of their ____ (noun). Ex. My friend let me have 25% (one quarter) of her pizza.
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
<u>SpEd Practice</u>	<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 a handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens.• 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

