

LESSON PLANNING TEMPLATE — Grade 2 (Angie Balius)

Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Problem Solution Letter	Grade Level: Grade 2
Writing Prompt (developed or adapted for your grade level/student populations): <i>Think about the story we just read, Hooway for Wodney Wat by Helen Lester. Pick a character from the story and write a letter to that character about a problem he/she had. Then, offer suggestions for how the character could solve that problem.</i>		
Learning Objective(s): <ul style="list-style-type: none"> • Students will be able to identify Upstanders and Bystanders in a text. • Students will be able to identify problems the characters face. • Students will be able to analyze problems and suggest possible solutions. • Students will be able to synthesis their ideas and write a problem/solution letter. 		
California CCSS for ELA Addressed: ELA 2 W 1 ELA 2 W 5 ELA 2 W 2 ELA 2 W 8 ELA 2 W 6 ELA 2 W 10 While many of the writing standards are addressed in this lesson, I am going to focus on #8: Recall information from experiences or gather information from a provided source to answer a question. Rationale: I chose this to be my focus standard since I wanted my students to use evidence from the text to help them identify problems the characters experience. By recalling events and gathering information from the text, along with personal experiences, students were able to generate a list of behaviors observed in the text and use personal experiences to help generate solutions. Students of all ability levels tend to write more when they can make a connection to the writing prompt.	California Content Standards addressed: N/A	ELD Standards addressed: There are many ELD standards that will be addressed in this lesson. Here are a few that are most closely aligned to the content: Part 1 Interacting in Meaningful Ways: 1. Exchanging information and ideas 2. Interacting with others via written English 3. Offering opinions 4. Adapting language choices 5. Listening actively 6. Reading/viewing closely 9. Presenting 10. Writing 11. Supporting Opinions 12. Selecting Language resources Part 1: Interacting with others in meaningful ways – Offering opinions Rationale: While many students are quick to say what they are

		<p>thinking, many of my ELD students need prompting to offer an opinion different from their peers. This lesson will give students an opportunity to contribute their opinions to a class discussion and then share their opinions in writing.</p> <p>Part 2: Learning About How English Works</p> <ol style="list-style-type: none"> 1. Understanding Text Structures 2. Understanding Cohesion 3. Using Verbs 4. Using nouns 5. Modifying to add details 6. Connecting ideas
<p>Academic Language Focus:</p> <ul style="list-style-type: none"> • Transitional words • Conjunctions (because, and) 		<p>Method(s) for Formative Assessment or Checking for Understanding Along the Way:</p> <p>Most of the assessments will be through anecdotal notes taken during class discussions and shared writing activities. Teachers can also assess students' brainstorm/maps/notes to see if they are on task.</p> <p>Plans for writing assessment and feedback:</p> <p>Students will have opportunities to work as a whole group, in pairs, and independently. They will have opportunities to meet and talk with peers and their teacher throughout the lesson.</p>
<p>Plans for Instructional Sequence (include support for steps deemed crucial — reading, writing, language, academic talk, revision):</p> <ol style="list-style-type: none"> 1. Read several stories that highlight upstanders and bystanders and begin a dialogue about this new vocabulary. 2. I'm selecting books that have problems similar to those faced by students. Books I like are: <i>The Name Jar</i> by Yangsook Choi, <i>Big Al</i> by Andrew Clements, <i>The Recess Queen</i> by Alexis O'Neill, several books about Ruby Bridges, and <i>Enemy Pie</i> by Derek Munson. 3. As we read each story, engage the students in book talks that help them to identify the characteristics of upstanders and bystanders. 4. Create a tree map, sorting out the character traits that are discovered in each story. 5. Create a chart to brainstorm solutions for the different problems each character faced in the stories. 6. Now read <i>Hooway for Wodney Wat</i>. 		

7. Students decide which characters are upstanders and which are bystanders. Students pick a character they liked from the story. (Some of this information will have to be gathered from the pictures in the text.)
8. Students identify a problem their character had in the story.
9. Using the maps and resources from the room, students work in pairs to analyze the problem and help brainstorm solutions the characters could have used to solve their problem.
10. Students work in small groups or with partners to talk about the problems the characters faced and their suggestions for how the characters could solve the problem.
11. Students write a letter to their character listing the problem and possible solutions based on evidence in the text.
12. Students work with a peer to read over their letters, using colored pencils to revise and edit. Students go through their letter once with a green pencil to add to their piece (watch it grow) and then a red pencil to look for capitals, punctuation, spelling and grammar errors.
13. Students conference with the teacher after they have made changes on their own, and re-conference as needed.
14. Assess the letters to check for writing skills and to evaluate understanding of the concepts presented using the attached rubric.
15. Students then present their letters to the class or compile them into a class newspaper.

Important Instructional Strategies:

- Peer Share
- Modeled Writing
- Shared Writing
- Interactive Writing
- Think Alouds
- Writing Conferences

Text-Based Resources Needed:

Text for analysis and letter writing:

Lester, H. *Hooway for Wodney Wat*. Torrance, CA: Sandpiper, 2002

Print and digital resources to increase content and language knowledge (language related to upstanders and bystanders):

Choi, Y. *The Name Jar*. New York, NY: Dragonfly Books, 2003
Clements, A. *Big Al*. New York, NY: Atheneum Books for Young Readers, 1997
Munson, D. *Enemy Pie*. San Francisco, CA: Chronicle Books, 2000
O'Neill, A. *The Recess Queen*. New York, NY: Scholastic Press, 2002

Several books about Ruby Bridges, including excerpts from her own book and Web site.

Additional Materials Needed:

Videos that go along with some of the books listed above are available on YouTube.

Elements That May Need Modification:	Suggested Instructional Modification:
<p>This will be the first time I have taught using the lens and vocabulary of upstanders and bystanders. The genre students will write is familiar and comfortable for them. But I will be looking for what additional conceptual support they will need because the next stage of this lesson sequence will be for them to propose ways that they can be upstanders at school.</p>	
<p>Digital Support or Digital Extensions:</p> <ul style="list-style-type: none"> • Digital publication of student letters • Digital class newspaper 	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.

2nd Grade Letter to a Character

	Excels 4	Meets 3	Approaching 2	Does Not Meet 1
Content:				
addresses the prompt				
uses relevant details				
uses interesting vocabulary				
identifies problem behavior				
includes a possible solution				
defines upstander/bystander				
Organization:				
includes date, greeting, body, closing and signature				
sentences follow a logical sequence				
sentences are varied				
Mechanics:				
has complete and coherent sentences				
uses capitals and correct punctuation				
spells grade-level words correctly				
printing is legible				
<i>Next Steps:</i>				