



\* Part of your lesson must include a read aloud (or a part of one) with a children's book that relates to your subject area

# Olivia Van Winkle - Lib S 300 Individual Lesson Plan

## Name

Olivia Van Winkle

## Content Area (English Language Arts; or an area within the ELA Standards)

English Language Arts

## Grade Level

2nd Grade

## Materials Needed (including title of book\*)

[\*\*"There Was an Old Lady Who Swallowed a Fly" Storybook\*\*](#)

4 of each animal cutouts: (fly, spider, bird, cat, dog, cow, horse)

28 popsicle sticks (to put on the animal cutouts so students can hold them up)

## Content Area Standard (Goal)

*This is where you lay out the content students will be learning. This should be the actual text of the standard including the numbers. You may copy and paste.*

**RL 2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL 2.9:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

## Literacy Standard (Goal)

*This is where you explain how students will use language to participate in learning the content (e.g., talking with partners, writing a response). This should be the actual text of the standard including the numbers. You may copy and paste.*

**W 2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

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## **Hook/Anticipatory Set**

*Describe how you will engage students at the start of the lesson. Tell what you will do to build your classroom environment and prepare students for the lesson.*

How many of you have SWALLOWED A FLY? (pause and listen to answers) What about a HORSE? Or a SPIDER? (pause and listen to answers) Well did you know... There was an old lady who swallowed a fly?

## **Sequence of Events (Process)**

*Write a step-by-step plan of what you will teach us (bulleted format is easiest to follow). Please bold steps where you address components of balanced literacy.*

- Full read-through of the book, "There Was an Old Lady Who Swallowed a Fly"
- Review of Literary Elements and Terms:
  - Opinion vs Fact: how you feel vs what is stated in the text
  - Rhyme: words that have the same morpheme ending
  - Repetition: lines that repeat over and over again, patterns, etc
- Read through the book a second time, this time having students identify rhyming words and repeating lines. (**RL 2.4**)
- Hand out paper cutouts of the 7 animals talked about in the book. For a classroom of 28 students, there are about 4 students per animal
- Explain to the students that when their respective animal is said in the story, they will hold up the animal, making the connection between their picture and the pattern happening in the story
- Reread the story for a third and final time, while emphasizing the rhyme and repetition throughout it and cuing the students to be interactive and intentional during this final read.
- Give the students a brief reminder of what their opinion is. Have students discuss their thoughts and feelings about the book in partners for about 5 minutes.
- After partner time, transition into group collaboration in which the whole class will talk about a few of their opinions.
- Hand out paper to all the students and have them write 3 sentences about their opinion on the book and what the lady did based on the classroom discussion. (**W 2.1**)
- Let students know that for homework/in a future lesson, students will be reading different versions of this book. ("There Was an Old Lady Who Swallowed a Chicken", "There Was an Old Lady Who Swallowed a Bell", "There Was an Old Lady Who Swallowed a Bat". (**RL 2.9**)

## **Product/Assessment**

*What is the result of this lesson? After teaching the lesson what will we have to show for it? What is the evidence that we have accomplished your goal? This product may not be completed in 25 minutes, but it needs to be evident in your lesson plan.*

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The result of this lesson is to help students identify rhyme and patterns within a piece of literature. After teaching the lesson, this goal will be apparent because students will understand repetitive structure. Some evidence of this will be shown through their collaboration among one another in which they will be holding up different animal cut outs to demonstrate they are aware of the next animal in the sequence of the story. Another result of this lesson will be the students ability to write an opinion piece after reading this story. They will demonstrate this by writing a few sentences about what the lady in the story did. They will describe their thoughts and feelings about what the lady who swallowed a fly did.

### Balanced Literacy

*Describe how your lesson includes components of balanced literacy.*

My lesson includes components of balanced literacy by ensuring that there are different types of engagement plans throughout the lesson so that all types of learners can fully understand the message from the story. Some of the different components include the multiple readings alouds to the class to ensure they get as much time as possible to understand the story. Along with this, there were artistic elements to help with those who may have needed extra guidance as to what was happening. Lastly, there is also a writing component to allow students more enriching work to keep up with their level of ELA at the time.

### Funds of Knowledge Inclusion

*Describe how your lesson draws on students' Funds of Knowledge.*

My lesson helps in drawing from students' Funds of Knowledge by providing picture cutouts of the animals being used in the book, and by including musical elements. By providing these two visual arts/musical elements, it plays a role in their cultures because art and music are considered universal among all different cultures and diverse communities. By incorporating these two, it can help students with differentiated instruction understand more as well due to the fact that it can be understood through any language. Along with this, it can build a positive relationship with students because art and music may have a huge impact on their traditions and family celebrations that are recognized throughout their culture.

### Differentiated Instruction: Second Language Acquisition

*Describe one strategy or support for English Learners and explain how it would help them access the content of the lesson.*

One strategy that will be used for English Language Learners to help support them in accessing the content of the lesson would include the use of imagery and pictures of the animals represented in the book. By giving the students access to picture cutouts of animals in the book and having them be interactive throughout the lesson by holding them up, it'll allow them to notice a pattern/repetition of the different animals represented. It also can help the English Learners put an image to a word which has been shown to help them excel in learning English.

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## **Differentiated Instruction: Support for Students with Learning Disabilities**

*Describe one strategy or support for students with disabilities and explain how it would help them access the content of the lesson.*

One strategy that could help students with disabilities could include collaborating with other students and also utilizing the animal cutouts throughout the book. The use of interactive materials will allow for them to be more hooked into paying attention to the lesson. As for the collaboration aspect, if they partner up when talking about their opinions on the book that is being read, they can improve their thinking and gain a broader understanding of the story, and also gain better social and interactive skills with students who think differently than them.

### **Extension Activity:**

- “What animal could she swallow next?”

Students will have to come up with one idea of an animal that the old lady may swallow next and make a popsicle stick puppet of it. Examples are attached below.



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