

**Universally Designed Lesson Plan Format**

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**Second Grade; Literacy; Understanding Different Cultures**

**Hanover Elementary, Mrs. Sabetti**

**Big Idea:**

Understanding different cultures

**Pennsylvania State Standard:**

Standard - CC.1.3.2.C

Standard - CC.1.3.2.E

**Essential Questions:**

How are kids around the world different?

**Specific Student Objectives/Learning Outcomes (Blooms’ Taxonomy):**

**All Students**: All of the students will describe how characters in a story respond to major events and challenges.

**Some Students**: In addition, some students will identify the overall structure of a story including describing how the beginning introduces the story and the end concludes the action.

**Few Students:** In addition, a few students will implement specific vocabulary into their explanation of plot sequencing.

**Specific Vocabulary Taught:**

**All Students:** compare, contrast, sequence, visualize

**Some Students:** accompanies, locker, crowded, usual, assigns

**Few Students:** culture, diversity

**Instructional Materials:**

* Wonders literature anthology
* Interactive read-aloud cards
* Scrap paper

**Procedure:**

1. **Introduction:**

Ask, “Can someone remind me of what our essential questions is this week?” Remind students that this week we have been learning about how other children live around the world. Remind them of their “Happy New Year!” reading earlier in the week as well as their reading of “My New School”, yesterday.

1. **Motivation:**

Review oral vocabulary words with students. Ask, “What does the word assign mean? If I were to assign you something, what does that mean?” Ask, “What about the word accompany? Can you use this word in a sentence?” Ask, “If the whole school went out for recess at the same time, the playground would be very (crowded)?” State, “I am going to describe something to you, raise your hand when you know exactly what I am describing. In our schools they are tall, made of metal, and we can store our books or backpacks in them. What am I describing?” (locker). “Ask, what about the word usual? I could say, the way that I always drive to Hanover Elementary, is my usual route to the school.”

1. **Lesson Development**
2. Reread “My New School”
	1. Prompt students to visualize the characters, events and settings as the story is read.
	2. Give an example of the visualization I am experiencing of the events happening in the story.
		1. “I am picturing the main character removing her shoes and putting on her indoor shoes, since she said they are like slippers, I am picturing a pair of very comfortable shoes”.
3. Write about reading prompt
	1. State, “After rereading “My New School”, and reading yesterday “Happy New Year!”, now can we compare and contrast kids’ lives in different parts of the world.”
	2. Ask, “Remind me what it means to compare two things? What does it mean to contrast two things?”
	3. State, “I am going to give each of you a half sheet of paper. Write 2 sentences comparing and contrasting kids’ lives in different parts of the world.”
		1. Focus students on a single aspect, such as celebrations or schools.
	4. Ask for 2-3 volunteers to share what they wrote.
		1. Collect all student work.
4. Plot Sequencing (Transition students to the carpet)
	1. Remind students, “This week we have been learning about characters, setting and plot”
	2. “Yesterday we used a graphic organizer to explain the sequence of events, beginning middle and end of our story.
	3. “Sequencing tells the order of events in a story”
	4. Ask, “What are some words we could use when we are telling the order of events in a story?”
		1. First, next, then and last
	5. Display page 291 of “Happy New Year!” and say “As I reread this part of the story, I can look for the events that take place and put them in order. These events take place on December 31st. First, the girl saw a parade, then she got her face painted like a lion. Next, she saw a man carve ice. After that, she went to the park, and finally she watched fireworks at midnight”
	6. State, “Now it’s your turn to try. I am going to reread these two pages of our story. While I read, visualize the story in your mind.”
	7. Prompt students to visualize the plane ride. State, “Maybe some of you have been on an airplane and can relate to the experience that this girl had traveling.”
	8. Point out the word *later* at the top of page 293 and tell them that this is a clue word about sequencing.
		1. Ask, “What happens later? What details does the author use to help you picture the event?”
	9. Prompt students to identify the last event of the story.
		1. Ask, “How do we know that this is the last event of Chinese New Year?”

**Specific Strategies for Students for Diverse Learners**

**Universally designed strategies (for all children);**

1. Use visuals as well as oral explanations.
2. Implement wait time.
3. Transition from student’s seats to the carpet.

**Specific Strategies (for specific students for this particular lesson);**

1. English Language Learners: Use visuals.
2. Call on LO once during carpet time to keep his focus and build his confidence.

**Summary/Closure:**

* 1. Re-state the essential question.
	2. Ask students how these stories, “Happy New Year!” and “My New School” are helping us better understand our essential question.

**Formative Assessment:**

* Write about reading activity – Students respond in 2-3 sentences comparing and contrasting kids’ lives in different parts of the world, focusing on aspects from the interactive read aloud, “My New School”, or the story “Happy New Year!” that they read the day before.

**Summative Assessment:**

* End of unit assessment