

**Science / Social Studies - Recycling - 2nd grade, 2<sup>nd</sup> quarter**

Strand(s): Language Arts (author study on Ezra Jack Keats)		SOL objectives: Language Arts: 2.3, 2.5, 2.8 Technology: 2.3.5, 2.3.6	
<b>1. DESIRED RESULTS</b>			
<i>Enduring Understandings (BIG ideas)</i>			
Authors use certain elements to develop a story.			
<i>Essential Questions</i>		<i>Knowledge and Skills</i>	
What are the elements of a story? How do these elements help tell the story? What are the similarities and differences between books by the same author?		Students will be able to identify and describe the title, author, characters, and summary of a book.	
		<u>Vocabulary</u> Title, Author, Characters, Summary, element	
<b>2. ASSESSMENT EVIDENCE</b>			
Prior knowledge Students will recall and define story element terms.	Ongoing throughout lesson 1. Students will identify author, title, characters. 2. Students will be able to retell the story by reading the story or by reading the pictures.	By the end of the lesson Students will enter the story element information into a group database.	
<b>3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)</b>			
Introduction (hook) What are some of the elements that stories have? What do you remember about Ezra Jack Keats' stories?	What students are doing Students will read / re-read stories by Ezra Jack Keats in pairs. Students will find the title and author. Students will identify the characters in the stories. Students will be able to re-tell the story to their partners and to the class.	Conclusion With the teacher, students will enter the story elements of each story into a group database. The database will include the following fields: title, author, characters, summary, and picture of book. Fields will be a combination of text and multimedia/picture fields. Pictures can be hand-drawn and scanned in or downloaded. The database must give credit to its sources (i.e., websites). Also, if possible, add a hyperlink field (or textbox) to the database that would direct users of the database to a website about the particular book or author (i.e., <a href="http://www.ezra-jack-keats.org">http://www.ezra-jack-keats.org</a> ).	
<i>Accommodations</i>		<i>Materials and Resources</i>	
<b>Extra support:</b> Pair students by mixing reading levels. Ask guiding questions. Have a model book with parts of the story		Stories by Ezra Jack Keats (or other author you have been studying in your class)	

labeled, and share this book with groups for extra support. <b>Enrichment or early finishers:</b> Have the students identify the problem and resolution of the story. Allow students guided time to find more information/pictures about the story on-line. <b>Various learning styles:</b> Linguistic, artistic  <b>Limited English proficiency:</b> If students who speak the same language are in your class, allow them to discuss the story in their preferred oral language first. Then, have the students write down notes in English to help them when they retell the story to their classmates.	Computer with a database program, internet connectivity, and scanner if you wish to include hand-drawn pictures as opposed to pictures from websites or clip art galleries.
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<b><i>Related Technology</i></b>	<b><i>Literature Connections</i></b>
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Technology: 2.3.5 – Define appropriate categories for labeling database fields and spreadsheet cells 2.3.6 – Add information to group databases and spreadsheets	Stories by the same author
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<b>4. WRAP-UP (5-10 min)</b>
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<b><i>Assessment</i></b>	<b><i>Homework</i></b>
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Was each group able to identify the various story elements for the book they had?	If you have enough books by this author, have students read another book and fill out a story element map for homework. At the next class, have students check the database to see if the information from their story element map matches the information in the database.  For your next author study, have students add this story element information for the new books to this database.
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<b>5. TEACHER REFLECTION</b>
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- Were my students talking about the plot and elements of each story, or was I doing all of the talking and students were just listening to me?
- Were my students engaged at the beginning of the lesson?
- How much time did I spend reviewing homework, and how much time did I spend on new material?
- Did the students respond to “How” and “Why” questions?
- Did my students have an opportunity to discuss and/or write about the stories they were reading?
- What changes would I make next time the lesson is taught?
- What steps do I need to take next in this topic?