

## SIOP Lesson Plan Template

Grade: 2nd grade/ Level 4 ELs

Content Area: English Language Arts

### **STANDARD(S):**

MA English Language Arts Standards

2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.

**LESSON TOPIC:** Teaching Context with *The Thing Lou Couldn't Do* by Ashley Spires

### **OBJECTIVES:**

**Content:** Students will be able to use information from the text to reflect on *The Thing Lou Couldn't Do* and personal experiences.

**Language:** Students will be able to express a message of self-confidence to a friend by writing a letter independently, using at least 5 full sentences, and 3 supporting details from the text.

**LEARNING STRATEGIES:** 7 step vocabulary strategy, quick-write, graphic organizer, RAFT

**KEY VOCABULARY:** “shiver me timbers”, mighty, show-off

### **MATERIALS:**

- *The Thing Lou Couldn't Do* by Ashley Spires - enough copies for 1 per pair and a teacher copy
- Lined paper for the quick write
- RAFT graphic organizer

**MOTIVATION:** (20 minutes)

*(Building background)*

I will start by giving each student a piece of paper and giving the students the topic of fear. Each student will write one sentence on what they know about fear. The students will pass the papers to the right in a circle and doing the same thing on each paper, building off what the sentence above says. Students will share with the class their favorite piece of information on their paper.

“Today we will be learning about fear and how sometimes it can get in the way of doing things we want. In today’s story, we will read about how Lou cannot do things because fear gets in the way. We want to make sure to pay attention to the details of the story, as we will use it later

in the lesson. Let's start by reading the objectives and then we will work with the phrase "shiver me timbers".

We will read the objectives as a whole class:

- Content: I can use information from the text to reflect on *The Thing Lou Couldn't Do* and my own personal experiences.
- Language: I can express a message of self-confidence to a friend by writing a letter independently. I will use at least 5 full sentences, and 3 supporting details from the text.

I will lead the students through the 7-step vocabulary strategy:

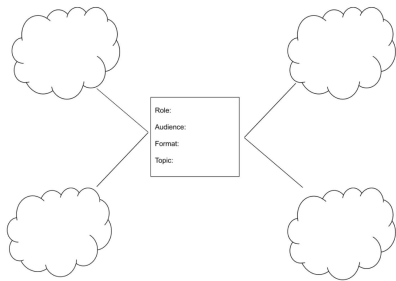
1. **The teacher says word/phrase:** "Shiver me timbers" (Tier 2)
2. **The teacher says the word in context:** "Peace? Shiver my timbers! what a noise ye make."
3. **The teacher provides the dictionary definition:** an exclamation of surprise
4. **The teacher explains the meaning using a student-friendly definition:** can be used to show shock, surprise, or annoyance
5. **The teacher highlights features of the word:** expressive phrase
6. **The teacher engages students in written interaction to develop word/concept knowledge:** students will write down the phrase and the student-friendly definition 5 times.
7. **The teacher explains to the students how the phrase can be used in context and how it will be used in the reading.**

**PRESENTATION:** (35 minutes)

*(Content and language objectives, comprehensible input, modeling, strategies, interaction, feedback)*

Students will be placed into groups of 5 of students of similar language levels and each student will be given a job: summarizer, questioner, clarifier, predictor, and group facilitator. After reading 2 pages, since there is a limited amount of text on each page, students will go around and complete their job. The roles will switch and move to the right and the reader will change as well, going to the left. Each student will have the opportunity to play each role.

I will give each student a copy of this graphic organizer that we will start to fill out together. I will provide the students with the role of Lou's friends, the audience as Lou, and in the format of a letter. The topic of the RAFT is believing in yourself and not letting fear get in the way of doing things you want. After, we will brainstorm some ideas together before the students finish the graphic organizer by themselves. I will speak at a slower rate and make sure they are understanding throughout the instructions by asking if they understand or if they have any questions.



If students are lower than a level 4 on the WIDA scale, the students will be provided with a graphic organizer that has sentence frames in the remaining clouds.

**PRACTICE & APPLICATION:** (15 minutes)

*(Meaningful activities, interaction, strategies, practice, application, feedback)*

I will start the lesson by passing paper around to each student and giving the following prompt: “What is something you cannot do and why not?”

The students will be given 10 minutes to complete this, more time is available if necessary. The students will then pair up based on similar language levels and share it with each other, they will get the chance to share with the class if they would like.

**REVIEW & ASSESSMENT:** (20 minutes)

*(Review objectives and vocabulary, assess learning)*

Students will work in pairs to review vocabulary. One student will define the word “show-off” and the other will define “mighty”. I will check in with each pair to make sure their work is correct and that they understand it fully.

The objectives will be repeated for students and students will give a thumbs up or thumbs down to show if they understand.

As an assessment, each student will write a letter on the topic of believing in yourself and not letting fear get in the way. Students will use their RAFT graphic organizer to write the final assignment. I will walk around the classroom and make sure the students are on track and provide students with support and feedback. The papers will be collected and assessed on accuracy based on supporting details from the text and complete and correct sentences. Students will be provided with written feedback that will also be presented orally.

**EXTENSION:**

The students will go home and ask their parents or guardians about an experience that they could not do and write a few sentences about it. Students should be ready to share with the class the next day.