**Teacher Candidate:** Pattye Lipscomb

**Grade:** 2

**Alabama COS:** Language Arts 2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**Behavioral Objective:** The students will answer such questions as who, what, where, when, why, and how to demonstrate understanding of the text.

**Materials:**

* *The Little Match Girl,* by Hans Christian Andersen, Illustrated by Jerry Pinkney
* Chart Paper
* Markers
* Lined Paper
* Pencils
* Computers
* I-pads

**Introduction/Motivation**

The teacher will change into torn clothes and worn shoes before she introduces the book, *The Little Match Girl*. She will also do a book-walk through the book to further arouse the students’ curiosity.

**Instructions**

* The teacher will ask the students, who, what, where, when why, and how questions about being homeless.
* She will record the students’ answers on a Venn diagram.
* She will read the story, *The Little Match Girl to the Class*. The teacher will separate the class into three groups. There will be seven students in groups one and two and six students in group three.
* Before giving each group a book to read, the teacher will model what she want the students to do within their groups.
* They will read the book and thoroughly explain the story to the class. Each student will have to input during the group discussion.
* The teacher will call the group back together and complete the Venn diagram.
* After completing the Venn diagram, the students will write a one paragraph essay about the book to check for comprehension.
* The students will be assessed through their input and answers.

**Accommodations/Modifications for Diverse Learners**

* The teacher will assist struggling students by discretely re-reading the instructions, and offering assistance.
* She will allow the student with a different learning style to use the book when preparing the assessment essay.

**Additional Resources**

* The students will have access to the computers to help with writing the essay.
* The students can also use their I-pads for research of homeless people during the essay.

**Higher Order Thinking Skills**

* The Venn diagram and one paragraph essay will provide the teacher with knowledge of higher order thinking skills such as: checking for knowledge, comprehension, analysis, synthesis, and evaluation.

**Teacher Candidate:** Pattye Lipscomb

**Grade:** 2

**Alabama COS:** Language Arts 2.8 – Compare and contrast two or more versions of the same story by different authors or from different cultures.

**Behavioral Objective:** The students will compare the difference in a story retold by two different authors

**Materials:**

* *The Little Red Hen,* Retold and illustrated by Jerry Pinkney.
* *The Little Red Hen,* by, Lucinda McQueen
* Chart Paper
* Language Journals
* Markers
* Pencils
* I-pads

**Introduction/Motivation**

The teacher will motivate the students by displaying the two versions of The Little Red Hen. She will arouse their curiosity by asking them to view the cover of the book and explain what is different about them.

**Instruction**

* The teacher will read *The Little Red Hen*, Retold and illustrated by Jerry Pinkney, and then she will read *The Little Red Hen*, by Lucinda McQueen.
* She will ask the students to think about the characters in each story.
* She will demonstrate a comparison of one item in the book, by writing the name of each book and author on chart paper and then the object she compared under each book and author.
* She will ask the students to use their journals and write the name of the book with the author on one page and name of the book and the other author on another page.
* The students will use their I-pads to access the stories on e-readers.
* The students will compare the books in their journals.
* The students will compare 5 or more items.
* After the students have completed their comparisons, they will share their comparisons with the class.
* The teacher will use the students’ journals to assess their knowledge of comparisons.

**Accommodations/Modifications**

* The teacher will allow modifications for any exceptional students by allowing them to make two comparisons.
* The teacher will accommodate any exceptional students by discretely assisting them with reading.

**Additional Resources**

* The students will have access to the story on line through e-reader, as well as the books.

**Higher Order Thinking Skills**

* The teacher will use the information recorded in the students’ journals to evaluate the students’ knowledge and comprehension.

**Teacher Candidate:** Pattye Lipscomb

**Grade:** 2

**Alabama COS:** Language Arts 2.39 – Demonstrate understanding of word relationships and nuances in word meanings.

1. Identify real-life connections between words and their use

**Behavioral Objective:** The students will make connections through the use of oral and written language.

**Materials:**

* *The Talking Eggs* by Robert San Souci, illustrated by Jerry Pinkney
* Chart Paper
* Markers
* Construction Paper
* Crayons
* Plain Paper
* Journals
* Pencils
* Computers

**Introduction/Motivation**

* The teacher will display a dozen of eggs (plastic eggs) that have been decorated with different beautiful jewels, minutes before the lesson. She will ask the students if eggs can or cannot talk.

**Instructions**

* The teacher will read the book, *The Talking Eggs* to the students.
* The teacher will ask the students to make connections by using words such as “like” to describe the story.
* The teacher will record the students’ answers on chart paper.
* She will then ask the students to draw a picture of the story.
* She will ask the students to write a short summary of the story in their journals.
* The students will share their work with the class.
* The teacher will assess the students’ summaries, as well as their share class work.

**Accommodations/Modifications**

* The teacher will accommodate any exceptional students by discretely reading passages of the story to the students.

**Additional Resources**

* The students will have access to the story on the computer to assist with their drawings and journals.

**Higher Order Thinking Skills**

The teacher will evaluate the students’ knowledge through the pictures that they drew and their journaling.

**Teacher Candidate:** Pattye Lipscomb

**Grade:** 2

**Alabama COS:** Language Arts 2.3 – Describe how characters in a story respond to major events and challenges.

**Behavioral Objective:** The students will describe how the characters of the story changes after events and challenges.

**Materials:**

* The ugly Duckling by Hans Christian Andersen, adapted and illustrated by Jerry Pinkney
* Chart Paper of each pair of students
* Markers
* Journals
* Pencils
* Art Paper
* Colored Pencils

**Introduction/Motivation**

* The teacher will display a picture of a swan and she will dictate the response on chart paper.

**Instructions**

* The teacher will introduce the classic folktale to the students.
* She will discuss the title of the folktale with the students.
* She will ask the students how the word “ugly” make them feel.
* She will read the story to the students.
* The teacher will list an animal form the story on her chart paper.
* The teacher will group the students in pairs.
* The teacher will ask the children to list with their partner, all of the animals that they saw in the story on the chart paper.
* The teacher will ask the students to draw a picture of their favorite animal in their journals.
* The teacher will ask the partners to share the animals they saw in the story with the class.
* The teacher will assess the students by allowing them to answer questions verbally after listening to the book.

**Accommodations/Modifications**

* The teacher will accommodate any exceptional students by discretely allowing them to view pictures of the story.

**Additional Resources**

* The students will have access to the internet via computers and I-pads.

**Higher Order Thinking Skills**

* The teacher will ask the students questions that will challenge them to use higher order thinking skills.

**Teacher Candidate:** Pattye Lipscomb

**Grade:** 2

**Alabama COS:** Language Arts 2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Behavioral Objective:** The students will demonstrate comprehension of the characters, setting and or plot of the story.

**Materials:**

* *Rikki-tikki-tavi* by Rudyard Kipling and illustrated by Jerry Pinkney
* Journals
* Pencils
* I-pads
* Computers

**Introduction/Motivation**

* The teacher will motivate the students by displaying pictures and talking about exotic pets. She will then allow them the opportunity to talk about what type of exotic pet they would like to own.

**Instructions**

* The teacher will introduce the book, *Rikki-tikki-tavi.*
* The teacher will share with the students the story’s author, illustrator, and title.
* She will tell them it comes from a collection of short stories called *The Jungle Book*.
* The teacher will read the story to the students.
* She will explain to the students where the story takes place, the characters, and the plot.
* She will ask the students, what, when, where, why, and how questions during the story.
* After reading the story the teacher will ask the students to write a short essay explaining the characters, the setting, and the plot.
* The students will share their essay with the class.

**Accommodations/Modifications**

* The teacher will accommodate any exceptional students discretely reading passages of the story to the students

**Additional Resources**

* The students will have access to the internet via computers and I-pads.

**Higher Order Thinking Skills**

* The teacher will ask higher order thinking questions during the story.