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Professor Schilling
EDUC 340
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Lesson Plan

Lesson: Cooper's Lesson

Length: 30 Minutes

Age or Grade Level Intended: 2nd Grade

Academic Standard(s):

Social Studies

2.1.3 Identify individuals who had a positive impact on the local community.
(Core Standard)

Writing

2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.

Performance Objective(s):

1. Students will identify individuals who have had a positive impact on the community in which they live, by creating a list containing at least five different individuals.
2. After reading *Cooper's Lesson*, students will write a letter including the date, salutation, body, closing, and signature, to one of the characters in the story.

Assessment:

Students will identify individuals who have provided a positive impact on the community by creating a list of at least five people. The students will orally describe how one person on their list has had a positive impact on the local community. Students will then listen as the teacher reads *Cooper's Lesson* aloud to the class. After the completion of the story, students will write a letter to one of the characters in the story which includes all necessary parts such as the date, salutation, body, closing, and signature. They will be graded based on the attached rubric.

Advance Preparation by Teacher:

Prior to teaching the lesson the teacher will need to locate a copy of *Cooper's Lesson*.

Procedure:

Introduction/Motivation:

“Today we are going to talk about important people. Who can remind the class what a community is? (Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence). In our community there are a lot of different kinds of people and things that each person does. Some of the people in our community come from different places around the world and are from different cultures and backgrounds. Can any of you think of someone that comes to mind? Today we are going to talk about those who have a positive impact on our community. In other words, we are going to talk about the people who have made a difference or helped out in our community. We are also going to read a story about a Korean man who had a positive impact on a young boy's life, and on the community.”

Step-by-Step Plan:

1. Talk about the people who make a difference in the community. Have the students come up with examples. (Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence).
2. Have the students work individually to create a list of at least five people who positively impacted the community. (Bloom's Application).
3. Go around the room and have students share one person that is on their list. (Gardner: Visual/Spatial Intelligence) (Bloom's Evaluation).
4. Introduce the story by doing a picture walk with the class.
5. Read the story to the class, having them make predictions and ask comprehension questions such as “Will Cooper complete his task?” or “Do you think Mr. Lee is a nice man?” (Bloom's Comprehension)(Bloom's Knowledge)
6. Once the story is completed, ask the students how they would feel if they were Mr. Lee, and how they would feel if they were Cooper. Have them compare and contrast the two characters' feelings verbally as a class. (Bloom's Comprehension)(Gardner: Logical-Mathematical Intelligence).
7. Ask the students how Mr. Lee had a positive impact on Cooper. (Bloom's Comprehension).
8. Review letter writing.
9. Instruct students to write a letter to one of the characters in the story. In the letter, students will ask the character how it felt to be in their situation. Remind them to include the date, salutation, body, closing, and signature. (Bloom's Application).
10. Have the students hand in their list of important people, and their letters.

Closure:

“Does anyone want to share their letters with the class? (Gardner: Verbal/Linguistic Intelligence) (Gardner: Inter/Intrapersonal Intelligence) (Bloom's Comprehension). Today we talked about important people in our community and how they help in positive ways. We also read *Cooper's Lesson*. By reading this we learned

how even though one may be different in many ways, he or she can still have a very important part in someone else's life. Even though we may be different from those around us, we can always help each other out when help is needed can't we? Does anyone have any questions about anything we did today? I look forward to reading your letters and hope that you all have a wonderful day!"

Adaptations/Enrichment:

For students with learning disabilities, instead of coming up with five people, their list must have at least two people who have made a difference. If the student is unable to write the letter, they will be allowed to have someone else write what they say. For students with learning disabilities, there will be a model letter given to serve as a resource to students. (see attached)

Those students, who have ADHD, will be asked to read a few sentences of the story if they need to refocus. Students will be allowed to work with a partner to come up with a list of people, and to keep them focused on the task. They will also be placed in front of the reading circle away from distractions.

Students who are deaf or hard of hearing will be allowed to listen to the book being read on a tape. This will allow the students to turn the volume up to the needed level.

Directions will also be written on the board so that students can read what is expected to be completed.

Self-Reflection:

- Were the students able to come up with five different people from the community who have helped in positive ways?
- Was the lesson too hard or too easy?
- Was their enough time?
- What would I change next time I give this lesson?
- Did the adaptations and modifications benefit those in need?
- Was the story comprehended?
- Did they complete their letters correctly with understanding?
- How can I improve my teaching method?

Comment [h1]: good

Model Letter

Date _____

Salutation/Greeting

Dear _____,

Body: _____

_____.

Closing: _____

_____.

Signature: _____

Letter Rubric

Student: _____

	<u>0</u>	<u>3</u>	<u>5</u>
DATE	Student did not include the date.	Student included the date in the wrong area of the letter.	Student included the date and it is located in the correct area of their letter.
SALUTATION OR GREETING	Student did not include a salutation.	Student included a salutation in the wrong area of the letter.	Student included a salutation and it is located in the correct area of their letter.
BODY	Student failed to complete the body of their letter and did not ask the character how he or she felt in their situation.	Student did not complete the body of the letter, or did not ask the character how he or she felt in their situation.	Students completed the body of their paper and asked the character how he or she felt in their situation.
CLOSING	Student failed to bring their letter to a close.	Student did not complete the closing of the letter.	Student completed the closing of their letter!
SIGNATURE	Student did not include their signature.	Student included their signature in the wrong area of the letter.	Student included their signature and it is located in the correct area of their letter.