

LESSON PLAN by: Katherine Stoneburner

Adapted from: http://www.education-world.com/a_tech/techlp/techlp002.shtml

Lesson: *Duck for President*

Length: 30 minutes

Intended for grade: 2

Academic Standard: Indiana Academic Standards, Second Grade English/Language Arts: Standard Three: Reading: Literary Response and Analysis

*Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where the story takes place) of the stories they read. The selections in the **Indiana Reading List** (available online) illustrate the quality and complexity of the materials to be read by students.*

Narrative Analysis of Grade-Level-Appropriate Text: 2.3.2 *Create different endings to stories and identify the reason and the impact of the different ending.*

Objective: Students will individually write and illustrate a new ending to the story. Students will spell correctly sight words and will write in complete sentences with 90% accuracy. Students will also make letters correctly and space words appropriately 100% of the time.

Advance Preparation by Teacher: Teacher will need the book *Duck for President* by Doreen Cronin. Teacher will need to provide "story paper" for children, for the final drafts.

Procedure: Explain to students that they should listen very carefully to the story you're going to read aloud, but don't tell them what they're going to do when you finish reading.

Step by Step Plan:

1. Read the story to the Students, stop before the last page
2. Explain to the students that they will write the end of the story
3. Have students brainstorm ideas about how the story would end
 - a. List them on the board
 - b. Circle practical endings involving actual characters. (Bloom's Level 2: Comprehension)
 - c. Have students choose how they want the story to end
4. Give students time to write. (Bloom's Level 3: Application)
5. Students look at the work and check spelling using a dictionary and or word wall. Turn in after self corrections
6. Teacher proofs the papers and makes suggestions, corrections
7. Students rewrite the paper on the Story paper and then draw a picture of what the ending they wrote looks like.

Conclusion/closure: Read the story again, this time including the real ending. Have students present their endings of the story and then discuss the differences between the real ending and the endings the class came up with.

Assessment: Students will be assessed on how well they constructed an ending if sight words were spelled correctly and if sentences are complete. Hand writing will also be assessed based on the appearance of letters and the spacing in between the words.

Self Reflection: During the lesson while students are working: Are they using the word wall, the dictionary? Did the students seem excited about the opportunity to end the story? At the end of the lesson: Were the endings repetitive? Did the students write in complete sentences?