

## **COMMON CORE LESSON PLAN TEMPLATE**

**SCHOOL:** Sample

**GRADE LEVEL:** 1/2

**STRAND:** RL

**STANDARD:** 2

**INSTRUCTIONAL STRATEGY TO BE USED:** Prompt students: “Many stories have a lesson or message the author wants us to think about. Instead of coming out and telling us the message, the author usually leave it us to us to infer or figure it out ourselves. Let’s retell the important parts of the story and think about what the message might be. Often times we can figure out the message by paying close attention the main character’s problem and how it is solved in the story.” The teacher can fill in a graphic organizer as students respond. This lesson can be done as a demonstration, or by having the students read the story independently. If reading independently, set the purpose for reading by asking students to read to find out the problem and how the character responds.”

**DIFFERENTIATION** (for below, on and above level variations): Students can partner, with one student having the task of identifying the problem and the other student identifying the solution. The partners can either discuss their findings or write them. After they have established the problem and solution, they would then discuss their interpretation of the lesson learned. This standard can also be addressed in small group guided reading lessons with leveled books to support learners.

**ASSESSMENT OF STANDARD:** Students can use a “Retell Checklist”, example attached, to monitor their own retelling. As this standard is revisited throughout the year, the teacher can create a “Theme Board”, which is a collection of themes that can be referred to again and again. Each time the class reads a book together, discuss the theme and add to those on the list. Some examples of themes include: Working Hard, Showing Respect for Others, Treating Others Fairly, Maintaining Traditions. Eventually students will be asked to connect books they read independently to a theme on the board as part of conferencing. Photo copies of book covers can be used to illustrate stories represented on the Theme Board.

**CORE AND SUPPLEMENTAL RESOURCES TO BE USED:** Examples  
First Grade: Little Red Riding Hood, any version, The Boy Who Cried Wolf, any version, It’s Mine by Leo Lionni  
Second Grade: Lon Po Po: A Red Riding Hood Story from China by Ed Young, The Legend of Blue Bonnet by Tomi DePaola

**INCORPORATES TECHNOLOGY BY:**

**ATTACHMENTS INCLUDED:** Graphic Organizer – Film strip, Student Retelling Checklist

**NOTES:**

## Retell Checklist

Name:

Date:

Opening:

☐ I began my retelling with the title of my book and the author.

Setting:

☐ I included where the story took place and when it happened

Characters:

☐ I told about the main character.

☐ I told about any other characters.

Problem:

☐ I told about the problem in the story.

Solution:

☐ I told about how the story ended.

Lesson:

☐ I included what the character learned in the story or what the moral of the story the author wanted me to learn.

What I

learned: \_\_\_\_\_