

Introduction

This lesson plan is designed to help 7-year-old students develop their reading comprehension and storytelling skills through the retelling of *Jabari Jumps* by Gaia Cornwall. The story revolves around Jabari, who must overcome his fears to jump off a diving board, teaching valuable lessons about perseverance, courage, and the importance of trying new things. By focusing on this topic, students will not only enhance their literacy skills but also learn essential life skills that promote confidence and self-esteem.

Lesson Overview

Subject Area: English Language Arts
Unit Title: Storytelling and Retelling
Grade Level: 2nd Grade
Lesson Number: 1 of 5

Duration: 30 minutes
Date: [Insert Date]
Teacher: [Insert Teacher's Name]
Room: [Insert Room Number]

Lesson Objectives

The key learning focus of this lesson is to enable students to:

- Retell a story in their own words
- Identify main characters and their motivations
- Understand the plot and its significance

By the end of this lesson, students will be able to demonstrate an understanding of the story's plot, characters, and themes, and will have developed their critical thinking and communication skills through the retelling and discussion of the story.

Curriculum Standards Alignment

Content Standards:

- CCSS.ELA-Literacy.RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.RL.2.2: Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Skills Standards:

- CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Lesson Introduction

The lesson begins with an introduction that aims to capture the students' attention and engage them in the story. The teacher starts by asking students if they have ever been afraid to try something new, such as riding a bike or swimming, and how they overcame their fears. This hook not only relates the story to the students' personal experiences but also encourages them to share their thoughts and feelings, creating a safe and supportive classroom environment.

The teacher then shows the cover of the book and asks the class to predict what the story might be about based on the title and illustrations. This activity encourages critical thinking and creativity, as students use their prior knowledge and experiences to make educated guesses about the story.

Teaching Script

Introduction (minutes 1-5)

- Introduce the story and ask students to share their prior knowledge
- Show the cover of the book and ask students to predict the story

Reading the story (minutes 6-10)

- Read the story aloud to the class
- Stop and ask questions to check for understanding

Discussion (minutes 11-15)

- Lead a class discussion on the story's plot, characters, and themes
- Ask students to share their thoughts and opinions

Retelling the story (minutes 16-20)

- Ask students to retell the story in their own words
- Encourage students to use descriptive language and include key details

Writing activity (minutes 21-25)

- Ask students to write a short story about a time when they overcame a fear or tried something new
- Encourage students to use descriptive language and include key details

Conclusion (minutes 26-30)

- Review the key points of the lesson
- Ask students to reflect on what they learned

Guided Practice

The guided practice section of the lesson plan provides students with opportunities to engage with the story and its themes under the teacher's guidance. The activities include:

- Story sequencing: Students work in pairs to put the events of the story in order.
- Character analysis: Students work in small groups to analyze the main characters and their motivations.
- Retelling the story: Students work in pairs to retell the story in their own words.
- Making connections: Students think about a time when they faced a challenge or were afraid to try something new and write about how they overcame their fears.

Independent Practice

The independent practice section of the lesson plan provides students with opportunities to engage with the story and its themes independently. The activities include:

- Story retelling: Students retell the story in their own words using a story map.
- Character diary: Students write a diary entry from the perspective of one of the main characters.
- Alternative ending: Students write an alternative ending to the story.
- Story summary: Students write a summary of the story.

Assessment and Conclusion

The lesson concludes with a summative assessment, where students are asked to retell the story in their own words, identify the main characters and their motivations, and understand the plot and its significance. The teacher also provides feedback and guidance to students, highlighting their strengths and areas for improvement.

The lesson plan is designed to be flexible and adaptable to the needs of the students, with opportunities for differentiation and extension. By following this lesson plan, teachers can help students develop their reading comprehension and storytelling skills, while also promoting confidence and self-esteem.

Teacher Reflection Space

Pre-Lesson Reflection:

- What challenges do I anticipate?
- Which students might need extra support?
- What backup plans should I have ready?

Post-Lesson Reflection:

- What went well?
- What would I change?
- Next steps for instruction?

Differentiation and Support

For Struggling Learners:

- Provide additional support and scaffolding during the guided practice activities
- Offer one-on-one instruction and feedback
- Use visual aids and graphic organizers to support understanding

For Advanced Learners:

- Provide additional challenges and extensions during the independent practice activities
- Encourage students to create their own stories and share with the class
- Use more complex texts and ask students to analyze and interpret

ELL Support Strategies

ELL Support Strategies:

- Use visual aids and graphic organizers to support understanding
- Provide additional support and scaffolding during the guided practice activities
- Encourage students to use visual aids and graphic organizers to support their writing

Conclusion and Next Steps

The lesson plan is designed to be flexible and adaptable to the needs of the students, with opportunities for differentiation and extension. By following this lesson plan, teachers can help students develop their reading comprehension and storytelling skills, while also promoting confidence and self-esteem.

The next steps for instruction include:

- Continuing to develop students' reading comprehension and storytelling skills through subsequent lessons
- Providing opportunities for students to share their writing and receive feedback
- Encouraging students to use their writing to communicate their thoughts and ideas