

## ***Solar Lesson Plan Format***

**Age Level:** Second Grade

**Subject(s) Area:** Language Arts

**Materials Needed:** Blank Bingo Cards, Bingo Markers, pencil, *Little Red Riding Hood* book, Bingo game pieces with questions and answers

### **S**Standards:

**Code and description:** 2.RL.1- Ask and answer such questions as who, what, when, where, why, and how.

### **O**bjectives:

**What will the students know or be able to do?:** The learner will be able to engage in a conversation and identify who what when where why questions.

**Cognitive Level of Lesson (Bloom's Taxonomy):** Understand

### **L**earning Activities:

#### **Opening Element:**

- Talk about setting and main character
- Read *The Little Red Riding Hood* out loud to the class
- Ask questions during the story and point out the characters, setting, and problem of the story

#### **Reflective Questions:**

- What is a setting of a story?
- How do you identify a main character?
- What are the problems in the story?

**Technology:** No technology is used

#### **Required Vocabulary:**

- Little Red Riding Hood
- Wolf
- Reflective words
- Words to describe the setting and characters

#### **Instructional Methods:**

- After reading the story out loud to the students while discussing main points of the story they will return to their desks
- I will hand out blank bingo cards and markers and write a word bank on the board
  - Little Red Riding Hood
  - The Wolf

- Forest
- The Woodcutters
- Don't talk to strangers
- Grandma
- Grandma gets eaten
- Talking to strangers
- Grandma was sick
- The Little Red Riding Hood
- Red cloak and hood
- The students will be given a few minutes to pick nine of the words to write on their bingo cards
- I will ask a series of questions and the students will answer the questions on their bingo cards and we will play until a student gets a bingo
  - Main character
  - Animal character
  - Where part of the setting
  - Boy character
  - Lesson learned
  - Oldest character
  - Problem (will be asked twice)
  - Why did little red riding hood go to grandmas house in the first place?
  - Title of the story
  - Main characters favorite possession

**Guided Practice Strategies:** I will cover each of the questions asked in bingo during the reading of the story

**Differentiation:** I will allow the students to think about the questions individually and fill out their own bingo card

**Wrap-Up:** We will review the winner's bingo card and go over all the answers

## Assessment:

**Formative:** I will assess the students during the lesson while we discuss during the story and when they answer the questions on their bingo cards

**Individual Measurability:** The students will be individually assessed during the activity on their responses on their bingo cards

**Summative:** A summative assessment on this lesson could be done in a test with a small story given and the students would have to identify who what when where and why.

## Reflection:

I thought this lesson went surprisingly well. I was prepared and continued to expand on my conversational skill. If I did the lesson again, I would hand out the bingo chips while they were filling out their bingo cards. I would also wait to explain the filling out of the cards until the word bank was present. The students seemed to enjoy this activity and remained

engaged the entire lesson. The repetition of this lesson helped the students understand the standard.

**Question asked and word bank:**

Main Character: little red riding hood

Animal character: the wolf

Where part of the setting: forest

Boy character: the woodcutters

Lesson learned: Don't talk to strangers

Oldest character: grandma

Problem: grandma gets eaten

Problem: talking to strangers

Why did little red riding hood go in the house in the first place: grandma was sick

Title of the story: little red riding hood

The main character's favorite possession: red cloak and hood
