

Lesson Title:	Jalapeno Bagels by Natasha Wing Language Arts – Extension Menu – Writing a Story Summary
Results Focus:	This lesson meets several grade level standards. Students will also be preparing for the district writing assessment.
Unit Big Ideas Appropriate to this Lesson	Writing that is sequential and only includes significant details is more interesting and more easily understood by the reader.
Essential Questions Appropriate to this lesson	How can you make someone interested in reading a book/story you have read?
Subject(s):	Language Arts Extension Menu Includes –Math/Nutrition
Academic Content Standards Addressed	Students retell sequentially the facts and details from the text to clarify and organize ideas. Students' writing shows a clear beginning, middle, and end. Students create readable documents with legible printing. Students use simple graphic organizers as prewriting tools.
Unit Knowledge & Skills Objectives:	By the end of this lesson, students will write a summary that makes the story “Jalapeno Bagels” understandable to someone who has never read it.
Student Assessment strategies	The writing will be assessed according to the district writing standards for second grade. Students will also read their writing to a third grader who will communicate their understanding of the story to them.
“Hook” Background, Prior Knowledge:	Students will retell a story they have already read and find interesting. They will share their product with a third grader when they are finished. Students have been summarizing stories all year. Now, they are learning to become more focused. By the end of this lesson, students will write a summary that makes the story “Jalapeno Bagels” understandable to someone who has never read it.

Time:	We will spend about 20 minutes working together on a pre-write and they will spend about 30 minutes working alone on their summary.		
Teacher-Led Instruction/Guided Practice:	We will read and discuss the story together. We will also do a pre-write together and talk about how to arrange the ideas sequentially.		
Differentiation of Instruction			
Levels GATE/High Achievers, At Grade Level, Below Grade Level, ELL	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Differentiated What tasks will students be asked to do that are appropriate to their individual ability levels? </td> <td style="width: 50%; vertical-align: top;"> Content - same for all Activities - Title 1 students will have the opportunity to read and discuss the story an addition time. ELD students will read and discuss the story in their ELD class. High students will read the story on their own. Products - High/average students will write a story summary on lined paper. ELD and low students will use a teacher created story map worksheet. Students will be group low, medium, and high. Low and medium groups will work with more guidance. </td> </tr> </table> Teaching & Grouping Strategies	Differentiated What tasks will students be asked to do that are appropriate to their individual ability levels?	Content - same for all Activities - Title 1 students will have the opportunity to read and discuss the story an addition time. ELD students will read and discuss the story in their ELD class. High students will read the story on their own. Products - High/average students will write a story summary on lined paper. ELD and low students will use a teacher created story map worksheet. Students will be group low, medium, and high. Low and medium groups will work with more guidance.
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Resources Needed	Student textbook, Easel, Pre-write paper, Paper/Story Map		
Closure	Students will read their summary to a third grader and work together to analyze their success as including only and all the important details.		
Post Lesson Reflection/Assessment	Students will practice retelling the story verbally before we start the pre-write. Students will be randomly selected to share. Students will work cooperatively.		
Next Steps	Students will continue to summarize stories to increase their readiness for the district assessment. They will continue to work on finding only important details.		