

# California Writing Project

## Upstanders, Not Bystanders: Lesson Planning Template Problem Solution Letter

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Lesson Planning Template – Angie Balius

<p><b>Lesson Title:</b> Upstanders, Not Bystanders</p>	<p><b>Text Type/Writing Genre:</b> Problem Solution Letter that blends Informative and Opinion Text Types</p>	<p><b>Grade Level:</b> 2</p>
<p><b>Writing Prompt (revised for your grade level)</b> Think about the story we just read, <i>Hooway for Wodney Wat</i> by Helen Lester. Pick a character from the story and write a problem solution letter to that character. Describe the problem he/she had. Then offer suggestions for how the character could solve that problem and tell him/her what you think the best solution is.</p>		
<p><b>Learning Objective(s):</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to identify upstanders and bystanders in a text.</li> <li>▪ Students will be able to identify problems the characters face.</li> <li>▪ Students will be able to analyze problems and suggest possible solutions.</li> <li>▪ Students will be able to synthesis their ideas and write a problem/solution letter.</li> </ul>		
<p><b>ELA Common Core State Standards addressed:</b> ELA 2 W 1 ELA 2 W 5 ELA 2 W 2 ELA 2 W 8 ELA 2 W 6 ELA 2 W 10</p> <p>CCSS: ELA 2nd grade While many of the writing standards are addressed in this lesson, I am going to focus on #8: Recall information from experiences or gather information from a provided source to answer a question.</p> <p>Rationale: I chose this standard because I want students to pull from their prior knowledge, in addition to using evidence from the text, to help them resolve problems involving bullying. Students of all ability levels tend to write more when they can make a connection to the writing prompt.</p>	<p><b>California Content Standards addressed:</b></p>	<p><b>ELD Standards addressed:</b> There are so many ELD standards that will be addressed in this lesson. Here are a few that are most closely aligned to the content.</p> <p>Part 1 Interacting in Meaningful Ways</p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas</li> <li>2. Interacting with others via written English</li> <li>3. Offering opinions</li> <li>4. Adapting language choices</li> <li>5. Listening actively</li> <li>6. Reading/viewing closely</li> <li>9. Presenting</li> <li>10. Writing</li> <li>11. Supporting Opinions</li> <li>12. Selecting Language resources</li> </ol> <p>Part 2 Learning About How English Works</p> <ol style="list-style-type: none"> <li>1. Understanding Text Structures</li> <li>2. Understanding Cohesion</li> <li>3. Using Verbs</li> <li>4. Using nouns</li> <li>5. Modifying to add details</li> <li>6. Connecting ideas</li> </ol> <p><b>ELD Standards:</b> Part 1 - Interacting with others in meaningful ways Offering opinions</p> <p>Rationale: While many students are quick to say what they are thinking, many of my ELD students need prompting to offer an opinion different from their peers. This lesson will give students an opportunity to contribute</p>

		their opinions to a class discussion and then share their opinions in writing.
<p><b>Academic language focus:</b> Transitional words Conjunctions: because &amp; and</p>	<p><b>Method(s) for formative assessment or checking for understanding along the way:</b> Most of the assessments will be through anecdotal notes taken during class discussions and shared writing activities. Teachers can also assess students' brainstorm/maps/notes to see if they are on task.</p> <p><b>Plans for writing assessment and feedback:</b> Students will have opportunities to work as a whole group, in pairs, and independently. They will have opportunities to meet and talk with peers and their teacher throughout the lesson.</p>	
<p><b>Plans for instructional sequence (Include support steps you deemed to be crucial—reading, writing, language, academic talk, revision):</b></p> <ol style="list-style-type: none"> <li>1. Read several stories that highlight upstanders and bystanders and begin a dialogue about this new vocabulary.</li> <li>2. I'm selecting books that have problems similar to those faced by students. Books I like are: <i>The Name Jar</i> by Yangsook Choi, <i>Big Al</i> by Andrew Clements, <i>The Recess Queen</i> by Alexis O'Neill, several books about Ruby Bridges, and <i>Enemy Pie</i> by Derek Munson.</li> <li>3. As we read each story, engage the students in book talks that help them to identify the characteristics of upstanders and bystanders.</li> <li>4. Create a tree map, sorting out the character traits that are discovered in each story.</li> <li>5. Create a chart to brainstorm solutions for the different problems each character faced in the stories.</li> <li>6. Now read <i>Hooway for Wodney Wat</i>. Students decide which characters are upstanders and which are bystanders. Students pick a character they liked from the story. (Some of this information will have to be gathered from the pictures in the text.)</li> <li>7. Students identify a problem their character had in the story.</li> <li>8. Using the maps and resources from the room, students work in pairs to analyze the problem and help brainstorm solutions the characters could have used to solve their problem.</li> <li>9. Students work in small groups or with partners to talk about the problems the characters faced and their suggestions for how the characters could solve the problem.</li> <li>10. Students write a letter to their character listing the problem and possible solutions based on evidence in the text.</li> <li>11. Assess the letters to check for writing skills and to evaluate understanding of the concepts presented.</li> <li>12. Students then present their letters to the class or compile them into a class newspaper.</li> </ol>		
<p><b>Important instructional strategies:</b> Peer Share Modeled Writing Shared Writing Interactive Writing Think Alouds</p>		
<p><b>Texts needed:</b> <b>Text for analysis and letter writing:</b> Lester, H. <i>Hooway for Wodney Wat</i>. Torrance, CA: Sandpiper, 2002. <b>Texts to increase content and language knowledge (language re upstanders and bystanders):</b> Choi, Yansook. <i>The Name Jar</i>. New York, NY: Dragonfly Books, 2003. Clements, A. <i>Big Al</i>. New York, NY: Atheneum Books for Young Readers, 1997. Munson, D. <i>Enemy Pie</i>. San Francisco, CA: Chronicle Books, 2000. O'Neill, A. <i>The Recess Queen</i>. New York, NY: Scholastic Press, 2002. Also several books about Ruby Bridges, including excerpts from her own book and her website.</p>		

**Additional materials needed for lesson:**

There are YouTube videos that go along with some of the books listed above.

<b>Elements that may Need Modification:</b>	<b>Suggested Modification:</b>
This will be the first time I have taught using the lens and vocabulary of upstanders and bystanders. The genre students will write is familiar and comfortable for them. But I will be looking for what additional conceptual support they will need because the next stage of this lesson sequence will be for them to propose ways that they can be upstanders at school.	
<b>Digital support or digital extensions:</b> Digital publication of student letters/digital class newspaper	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.