

Lesson Plan Template

Date: _____

Grade: Second	Subject: Reading/Literacy
Materials: Little Duck Passage, Small white board, clip boards, paper, pencil	Technology Needed: computer/projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: I will start with direct instruction in a big group activity. <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 2.RL3 Describe setting and how characters in a story, respond to major events and challenges.	Differentiation <p>Below Proficiency: Students who are below proficiency may be having a hard time with turn and talks with their partner. Partnering them up with someone who is at or above proficiency may be beneficial. Another great way to help students who are below proficiency is to have individualized instruction. Meet with these students one on one to discuss the passage. The passage may be too high of a reading level for them. Give the student a passage that is at their reading level, and then have them find the characters, traits, and clues. Giving the student the passage before the lesson to read over at home or in class right before the lesson may also be beneficial. Giving that student more time to read over the passage. Provide more images and visuals to help students visualize what the characters traits and the clues are within the passage.</p> <p>Above Proficiency: Those who are above proficiency will be challenged with different questions. I may ask them to explain their reasoning behind their answer. "Why is that a clue?" "What makes you think that is the duck's trait?" I may also give them a harder passage to read at home and try to find the characters and clues within that passage.</p> <p>Approaching/Emerging Proficiency: Students who are at or emerging the proficiency level will be asked the questions and a few sentences. They will have their turn and talks with their neighbor. They will be offered to do a more challenging passage to try and challenge themselves. If the students are having a difficult time with finding character traits and clues, I will have them turn back to me and we will go through the passage again. I will give examples of what some traits or clues might be.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Those who are visual learners will have a small white board with the passage on it. They will also have text boxes to look at on the white board with the questions that I will be asking them. These pictures and text boxes will help the students focus and understand to maximize their learning • Auditory: Having myself read the passage aloud will help the students who depend on listening to someone talking to learn the content and understand it better. The turn and talking will also give them a chance to talk aloud their ideas and thoughts about the passage. • Kinesthetic: Being in turn and talks and turning to talk to your neighbor gets the students moving. • Tactile: One way to help tactile learners is having them write down the answers to their questions. Actually,
Objective(s) By the end of the lesson students will be able to analyze characters through their actions, words, thoughts, and feelings by discussing with partners and sharing aloud. By the end of the lesson students will visualize to deepen their understanding of characters by visualizing characters in their head/describing them BY the end of the lesson students be able to use academic sentence frames to discuss strategies by writing down the sentence frames. By the end of the lesson, students will be able to describe the setting and how characters in a story respond to major events and challenges by turning and talking to a partner about the characters in the story. Bloom's Taxonomy Cognitive Level: Applying	

Lesson Plan Template

Date: _____

	<p>holding the passage and reading it. Touching and feeling the content to help them learn and understand better.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Large Group Discussion/Instruction</p> <ul style="list-style-type: none"> • Students are active listeners • Sitting in their assigned spots • Their voice level should be zero when the teacher is talking <p>Turn and Talks</p> <ul style="list-style-type: none"> • Everyone should participate • They should still be using inside voices • Focus on answering the questions <p>Going Back to Tables</p> <ul style="list-style-type: none"> • Students should go back after each color is dismissed to return their things to start the next lesson <p>Materials</p> <ul style="list-style-type: none"> • Pens/pencils/paper should be used appropriately, not thrown or stomped on • Use materials only when prompted to • Do not play with materials while teacher is talking <p>Transitions</p> <ul style="list-style-type: none"> • Class Class Class, Yes Yes Yes • One, Two, Three eyes on me <p>Group Work</p> <ul style="list-style-type: none"> • Group up with students at their table • Turn and talk with their neighbor 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Large Group Discussion/Instruction</p> <ul style="list-style-type: none"> • Students are expected to be active listeners • Their voices should be off when the teacher is talking • They should not be touching or bumping into other friends • Their masks should be on <p>When Their Peers are Talking</p> <ul style="list-style-type: none"> • Students are listening to their classmates and waiting their turn to speak <p>Turn and Talks</p> <ul style="list-style-type: none"> • Students are still using their inside voices • All students are participating appropriately (Talking about the questions being asked, not what they had for breakfast) <p>When Using Materials</p> <ul style="list-style-type: none"> • Students should only use them when told • They should be put aside during the lesson • They should not be thrown around or stomped on <p>Review/ Clean Up</p> <ul style="list-style-type: none"> • Students will respectfully return their materials and walk back to their table and be ready to start the next lesson in a timely manner. <p>Transitioning</p> <ul style="list-style-type: none"> • Students voice level should be low when going to a new activity • They are expected to be listening to the directions and should know what is happening next. • They should know that they have to

Minutes	Procedures
	<p>Set-up/Prep:</p> <p>-Display the poster on the mini white board</p>
2 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>-Once the students come into the classroom, I will have them put their stuff away</p> <p>-Next the students will sit on their assigned seats on the carpet</p> <p>-I will then say Today we're are going to practice reading and analyzing characters in a text. Remember to use what you have learned in the previous lessons. Something that will help is if you visualize what we are learning inside your head.</p>
20 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. I will read aloud the passage on the 'Little Duck' aloud to the large group. 2. While I'm reading, I will point to some key details on the poster 3. After reading the passage I will ask the students "What are some of the Little Duck's Traits?" I will then have them turn and talk to their neighbor and discuss what traits the little duck had. 4. "The discussion will be done in 5,4,3,2,1 Eyes on me!" 5. I will then ask the students to share with the whole group by raising their hand what they thought the little ducks' traits were. (The answers I will be expecting are that the little duck's trait is that he is lonely) 6. Next I will ask "What clues in the story told you the little ducks' traits?" I will allow time for the students to respond to this question. (The clues are that the duck has no friends. He is looking for friends) 7. Next I will ask the students what the other animals and ducks had as traits and what clues told them that? They will then turn and talk to their neighbor and discuss what they think the traits and clues are. 8. The discussion will be done in 5,4,3,2,1, Eyes on me! 9. After the students have discussed with their neighbor, they will then share with the group what they thought the traits and clues are (The other ducks and animals are mean. The clues are that the ducks say go away you are ugly; you are funny looking duck) 10. I will then ask, "What was the little Duck feeling throughout the story and how do we know he is feeling this way?" What emotions is the little ducks showing during the passage (mad, happy, sad,) (The duck was feeling sad, some clues are that he swam away from the mean animals and ducks) 11. The last question I will ask the students about the passage is what changes happen in the story and what are the clues that show us the changes? The students will turn and discuss with their neighbor and then share aloud what they learned. (The

Lesson Plan Template

Date: _____

	little duck becomes a swan, the clue is that the swan said you are not a duck you are pretty swan)	
5 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will ask the students questions on real life experiences and how they plan to apply this new information with future readings and assignments. I will ask the students 2-3 of these questions and ask them to answer them on a sheet of paper. I will give them 4 minutes to do so. They will then hand in these sheets which will show me their understanding of characters, traits, clues, and academic sentence frames. Has there ever been a time where you had the same feelings as the little duck? Why do you think you felt that way (the clues)? When you are reading books in the future, what questions do you think you could ask yourself to help you understand and analyze the characters? When we were talking to our neighbors about clues, how do you think the clues helped you figure out the traits of the characters in the passage? How could visualizing what the character looks like in your head help you figure out the clues and traits of that character? What are some passages that you have read that include characters?	
3 minutes	Review (wrap up and transition to next activity): <ol style="list-style-type: none">1. Today we learned about Character traits and clues and how we infer them! Can anybody give me an example of a trait? A Clue?2. Allow time for students to raise their hand and answer3. What do clues help us find about the characters?4. Give them time to respond.5. "These are all great answers! Clues help us find the traits of our characters. A great way to help us find those clue and traits is to visualize our characters in our mind."6. Great job everyone, you all did amazing! Tomorrow we are going to continue on with character traits!"	
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) During our discussion I will be able to observe if the students are understanding characters, traits, and clues. When the students turn and talk, I will be able to walk around and listen to what the students are talking about. Are they discussing the clues? Are they the right clues? Are they visualizing the characters? After the turn and talks the student will discuss in the large group discussion. I will be able to see if the students understand the content when they raise their hands and answer the questions. I will also be able to see those students who are not participating, answering questions, and seemed confused or unsure about the content. Having the students write their answers will also show me what they have learned and if they are able to apply it real life scenarios.	Summative Assessment (linked back to objectives, END of learning) The next day students will also be learning about characters but will be adding on more objectives to the lesson. I will be able to see if the students are using their information that they learned today and applying it to the next lesson. Are they still using clues? Are they visualizing the characters?	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This went very well. The students learned about character traits and used clues to figure out these traits. Something that went well was the turning and talking all the students participated and talked about what they learned. I listened to their answers as they were talking and who shared out-loud after turn and talks. Some of the students did have distractions. Today was your favorite character day so the students had on costumes that they were distracted. Some students would lay down or not participate. I did struggle with trying to bring them back to the lesson, so that is something I need to work on. The students seemed to understand the content, they answered everything right and compared it to feelings they may had had before.		