

Lesson Plan Template

Grade: 2 nd Grade	Subject: Reading
Materials: Anchor chart Poster Book bins with reading books	Technology Needed: NA
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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 2.RL.3 Describe settings and how characters in a story, respond to major events and challenges. 2. RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. RL.10 By the end of the year, read and comprehend literature, including stories and poetry, on grade level1 proficiently and independently 2. RF.4 Read with sufficient accuracy and fluency to support comprehension.8 Read grade level text with purpose and understanding. a. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.	Differentiation Below Proficiency: Students who are below proficiency will work with me and other classmates in the back of the room at the table. We will read through the story again and talk about who the story is about and what they were feeling. Above Proficiency: Students who are above proficiency will sit at their spot and work on who the character is, what they were feeling and how they knew that. They will also be asked to tell me if any of their feelings changed over the story. They will be asked to write this out in their notebook. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: listening to the teacher read the poster/ book. Visual: looking at the book and the pictures. Tactile: NA Kinesthetic: NA
Objective(s) Students will analyze characters though their actions, words, thoughts, and feelings. Students will visualize to deepen understanding of characters. Students will use academic sentence frames to discuss strategies. Bloom's Taxonomy Cognitive Level: Analyze	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When I am reading the book, the students will need to be quiet and listen to it. When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be asked to sit in their spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking.	
Minutes	Procedures
1 hr	Set-up/Prep: Anchor Chart ~ Character Analysis

Lesson Plan Template

2-3 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Display anchor chart. Talk about anchor chart. Then display poster 3. Today you're going to practice reading and analyzing characters in a text. Remember to use what you've learned. You can visualize as you read to help understand. I want to give you guys a few seconds to look at the story. Can anyone tell me what this story is going to be about? After that we will transition into reading the story as a whole group.</p>		
8-10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I have prepared a chart so you guys can understand what analyzing a character is. I will read to the students, little duck. As I am reading, I will watch to see if students are paying attention. I will ask some questions about little duck to see if the students are paying attention. Once we are done reading, we will talk about the story. after talking about the story, I will split them into groups. Mrs. Pope has groups for reading and I will split them into those groups. Once I do that, I will hand out an orange piece of paper that have two things written on them.</p> <ol style="list-style-type: none"> 1. Says "the character feels?" 2. Says "I can tell he/she feels this way because..." <p>The students will be asked to write the sentences in their notebook and explain both the numbers to me. If the student is not at the back table with me, they will also be asked to tell me if the characters feelings changed over the book at all. Students who are below, will just write number one and then who the character is and what they feel. They will then write a number two and write why they think this.</p> <p>If time allows, I will ask the students to find someone and share their findings out. I would pick sticks for this situation and then they would go with them. This way the teacher can hear all the students speak and everyone is getting to talk at least. They could discuss for 2 minutes or less. Just listen to what the students are talking about and making sure that they are on task.</p>		
30 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The students will be asked to grab their book bins and find two books. They will need to tell me who the character is for both books. They will need to me what the character is feeling. They will also need to tell me if the characters feelings change at all. The students who are above will write all of this out in their notebook. While the students who are below, we will work at the back table together. We will work on the little duck story. As students are working and I am working with them, I will see how everyone is doing. If they have questions, they can come back and ask me. Once a good chunk of the students is done working, we will come back together at the rug and talk about what we found.</p>		
3 minutes	<p>Review (wrap up and transition to next activity):</p> <p>At the end we will gather at the back rug. I will ask the students what kind of texts have you read that include characters? Allow time for some students to answer. After that I will ask them, "Does any know what a newspaper is and if so, does a newspaper article have characters? Allow time for the students to answer. After that, say Remember that most fiction has characters. You can use what you have learned to help analyze characters. This strategy will help you when you read nonfiction too.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson the students should be able to analyze characters though their actions, words, thoughts, and feelings. They also should be able to visualize to deepen understanding of characters and</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson the students should be able to analyze characters though their actions, words, thoughts, and feelings. They also should be able to visualize to deepen understanding of characters and</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson the students should be able to analyze characters though their actions, words, thoughts, and feelings. They also should be able to visualize to deepen understanding of characters and</p>		

Lesson Plan Template

While the lesson is going on, I will see how the students are reading the book and how they are understanding

Consideration for Back-up Plan:

If I would need a backup plan, I would read a book that Mrs. Pope has. I would then ask the students to tell me who the character is and what their feelings were.

use academic sentence frames to discuss strategies

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I would say that my reading lesson went okay. I say that because this was the last thing that I taught on Wednesday. They were burnt out. I feel like this is a daily thing though. Their teacher said, it is very common for them to be like that when she is even teaching them. Her and I are trying different things, so they aren't so burnt out for the afternoons. I did hand it very well though, I feel like because we did get through the lesson, and they knew what I was asking them to do. The students learned how to analyze a character in a book. They also learned that you can analyze a character in nonfiction and in fiction stories. They thought that was cool when I explained it to them. When I brought the students back to the rug, everyone got to share, what character they analyzed with the class and with me. If I would have to make any changes, I would change the time of my lesson, I say this because the kids just did not give me their 100% like they do in the mornings. Overall, I felt very good about this lesson. It was organized and it flowed very nicely. I am very happy with the outcome of this lesson plan.

Small groups are a very good thing. The students also understood that when I was wearing my tie, I was tied up and they were not allowed to come and bother me. I think this is a great classroom management strategy, but it would take some work.