

## Lesson Plan One - 10/13/2020

<b>Grade:</b> Second Grade	<b>Subject:</b> English Language Arts & Literacy
<b>Materials:</b> Chrysanthemum book, anchor chart, markers, computer and smart board	<b>Technology Needed:</b> computer and smart board
<b>Instructional Strategies:</b> € Direct instruction                      € Peer teaching/collaboration/ € Guided practice                              cooperative learning € Socratic Seminar                            € <b>Visuals/Graphic organizers</b> € Learning Centers                            € PBL € Lecture    € <b>Discussion/Debate</b> € Technology integration                    € Modeling € Other (list)	<b>Guided Practices and Concrete Application:</b> € <b>Large group activity</b> € Hands-on € Independent activity                      € Technology € Pairing/ <b>collaboration</b> integration € Simulations/Scenarios                    € Imitation/Repeat/Mi € Other (list)                                    mic  Explain:
<b>Standard(s)</b>  2.RL.3 - Describe settings and how characters in a story, respond to major events and challenges.	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>● Ask a direct question like, “Why do you think Chrysanthemum was sad when they made fun of her name?”</li> <li>● Have the questions wrote on the anchor chart so all the students are able to read them</li> <li>● Walk around by their desks to keep them paying attention when I am reading the story</li> <li>● Have the students do turn and talks with their peers so students who are below proficient are able to hear what their peers are thinking</li> <li>● Tell me the sentence, and I will write it on the board and the students can copy it</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>● Ask the students if they are able to relate the characteristics of Chrysanthemum to a character on another story their class read and ask them why are they similar</li> <li>● Ask the students to think of a different question we could think about as a class that relates to our character Chrysanthemum</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>● Ask students to share their thought process on how they came up with an answer to the question</li> <li>● Ask them if they could think of another character in the book that we could ask these questions about?             <ul style="list-style-type: none"> <li>○ What might those characters be feeling? Why do they think that?</li> <li>○ If they were a character in the story, what would they do in it? Would they stand up for Chrysanthemum?</li> </ul> </li> </ul>
<b>Objective(s)</b>  By the end of the lesson, students will be able to analyze and discuss the main character in our story based off of the characters thoughts, feelings, likes, and actions in response to the events of the story.  <b>Bloom’s Taxonomy Cognitive Level:</b> Analyze, Create	

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- Modalities/Learning Preferences:**
- visuals
    - The story book of Chrysanthemum
    - Anchor chart with the character drawing on it and the five different questions we will be focusing on while reading the story
  - auditory
    - Listening to the story
    - Listening to myself or their peers when we are analyzing Chrysanthemum for our main character

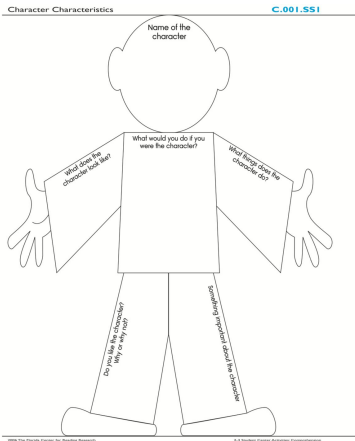
- Classroom Management- (grouping(s), movement/transitions, etc.)**
- Students will be sitting in their desks
  - Say, “eyes on me in 5, 4, 3, 2, 1” to gain the children’s attention
  - During the story, complement how a student is acting...”I see \_\_\_\_\_ is sitting still and using their listening ears, thank you”
  - Throughout the stories engage the students to keep their attention by asking them questions to fill our anchor chart
  - Periodically draw a name stick and ask the student if they are willing to write on our anchor chart an answer under our question to describe the story
  - After they are done helping contribute to the anchor chart they will walk back to their desk with walking feet
  - Once the story and anchor chart are filled in, then ask the students to stay seated at their desks

- Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**
- Students will be expected to sit at their desks with listening ears and bodies when I am talking or reading the story with voice level zero
  - I expect that all the learners will listen and follow my directions when I am talking to them
  - Students will be expected to participate in group discussions and turn and talks
  - Students will be expected to raise their hands when they want to answer or ask a question
  - Students will be expected to use walking feet if they are walking to a group discussion or if they are walking up to write something on the anchor chart
  - Students will be expected to have their pencil out on their desk when it is time to write their sentence(s)
  - Students will be expected to turn their paper in the tray on the back table when they are done and return back to their desks

**Minutes**

**Procedures**

- Set-up/Prep:**
- Have book at front of room
  - Have the outline of our character drawn on the anchor chart
  - Have the 5 different questions wrote on the anchor chart that are going to up us analyze the character
    - Name of Character?
    - What things does the character like to do?
    - What would you do if you were the character?
    - How do you think the character feels in the beginning of the story? How does the character feel at the end of the story?
    - What do you think the character is thinking in the story?
  - Have markers by the anchor chart to help me write
  - Name sticks near to pull names of students
  - Have a picture of a Chrysanthemum already up on the computer, but have it minimized until reading the story



Example of the picture on the anchor chart that I will

draw to fill in with the students is pictured above.

**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**

- Have any of you ever heard of a Chrysanthemum?! If so, can you tell me what it is.
  - Turn and talk with the person in the desk next to you and talk about what you think a Chrysanthemum is
  - Raise your hand if you want to share what you and your partner talked about
- Look up a Chrysanthemum on the computer to show the students a picture of the flower
- “Chrysanthemum is the name of our story! And we are going to analyze and discuss our character, Chrysanthemum, today”
- Ask the students, “What are some ways you think we can analyze or describe characters?”
  - Turn and talk with your desk partner on some ways you could analyze a character in a story
  - Raise your hand if you want to share what you and your partner talked about
- “Today we are going to read the story Chrysanthemum by Kevin Henkens, have any of you ever read this story before?”

**Explain: (concepts, procedures, vocabulary, etc.)**

- Vocabulary - analyze, main character
- Procedures -
  - Have the students return from their prior activity by saying, “Ready to go in our desks in 10, 9, 8, ... 1.”
  - I will wait until everyone is back sitting in their desks
    - If the students are still talking, I will use a clapping pattern strategy to gain their attention and have them repeat the claps back to me
  - Once I have fully gained the students attention, I will start the lesson with the engaging questions I have prepared and show them the picture I have found of a Chrysanthemum
    - Have any of you ever heard of a Chrysanthemum?! If so, can you tell me what it is.
      - Turn and talk with the person in the desk next to you and talk about what you think a Chrysanthemum is
      - Raise your hand if you want to share what you and your partner talked about
    - Look up a Chrysanthemum on the computer to show the students a picture of the flower
    - “Chrysanthemum is the name of our story! And we are going to analyze and discuss our character, Chrysanthemum, today”
    - Ask the students, “What are some ways you think we can analyze or describe characters?”
      - Turn and talk with your desk partner on some ways you could analyze a character in a story
      - Raise your hand if you want to share what you and your partner talked about
    - “Today we are going to read the story Chrysanthemum by Kevin Henkens, have any of you ever read this story before?”
  - After the class discussion say, “Okay class, now let’s put on our reading detective hats and use our listening ears and bodies so we can find the main character in the story and analyze them.”
  - Show the students the story we are going to read and state who the author is
  - Begin reading the story to the class
  - Stop after a couple pages and ask the students if there is anything we can add to our anchor chart
    - First I will ask and answer a question to myself and fill out the anchor chart
    - Next I will ask the students as a whole a question about our story and I will write down the answer
    - Ask if there is any more questions we could answer on our anchor chart
      - If they reply yes - then pull a couple name sticks and have the students write down the details on the anchor chart
        - Before the student writes their answer on the anchor chart, have them state it and explain it out loud
          - Ask questions like: “What in the story made you think of that?” “How do you know?” “What details about the story or character made you come to that conclusion?”
        - If the student has an answer but it is not what you’re looking for, redirect them until they find a correct answer
        - Guide the students to write the answer down on the right spot on the anchor chart

	<ul style="list-style-type: none"> <li>● If they reply no - guide the students to details in the story, and ask them directing questions that would answer some of the questions on the anchor chart <ul style="list-style-type: none"> <li>○ Ask questions like, “What is Chrysanthemum doing in these pictures?” “How do you think these activities are making Chrysanthemum feel?” “What does the pictures in the beginning of this story show of Chrysanthemum, what are her emotions?”</li> <li>○ After asking the students these questions, pull a couple name sticks and ask them if they want to write down the answers in our anchor chart</li> </ul> </li> <li>● Note - If I notice the students are getting wiggling and not as engaged with the story, I will have the students stand up and walk to a partner in the room and answer questions about the main character that I ask <ul style="list-style-type: none"> <li>○ I will stop the story when needed, tell the students to stand behind their chair, and when I count from three to zero they need to find a partner</li> <li>○ Once they have a partner they need to show me a thumbs up in the air</li> <li>○ When every group has their thumbs up, I will ask the questions on the anchor chart that they are able to discuss with a classmate</li> <li>○ I will ask a couple groups share out loud some of the answers they discussed, and I will write them down on the anchor chart</li> <li>○ After I have done this, I will ask the students walk back to their desks and have their listening ears and bodies on again</li> </ul> </li> <li>○ Continue reading more pages of the story and stop again in about the middle of the book and the end of book <ul style="list-style-type: none"> <li>■ Repeat the highlighted process above both times around and continue to fill in the anchor chart with the students</li> </ul> </li> <li>○ Once we finish the story, go over our anchor chart that we made together</li> <li>○ For the summative assessment, I will hand out a piece of paper for each student <ul style="list-style-type: none"> <li>■ I will ask the students to not to touch the paper until I finish with my directions</li> <li>■ I will ask the student to grab a pencil, once they have a pencil they will need to “lay it in bed” until we are ready to be writers</li> <li>■ Once they all have pencils on their desks I will ask them to write a sentence or more about the character and how they related to the character.</li> <li>■ Once they are done writing their sentence, I will ask them to hand it into the basket on the back table and return to their desks</li> <li>■ Once they students are done they will put their pencils away and get ready for WIN time</li> </ul> </li> <li>○ Ask the students if there are any additional questions about the character or the story or questions about the story?</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● Ask the students why it is important to analyze characters <ul style="list-style-type: none"> <li>○ Reasons - to relate to the main characters because it helps them feel more real or interesting and helps us understand the story better</li> </ul> </li> <li>● Ask the students to think of a characteristic that they could relate to that Chrysanthemum felt in the story</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● Learners, today we learned to analyze the main character in a story. Would someone like to tell me one of the five questions from the anchor chart that we asked ourselves while we read Chrysanthemum?</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>● Throughout the lesson I will be able to hear their discussion with their peers on their thoughts</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>● Have the students write a sentence or more on the piece of paper I handed on about the character and how they relate to the character</li> </ul>

- I will be asking the students questions throughout the story and I will be able to hear the answers of the students

**Consideration for Back-up Plan:**

- If the students are not understanding the concept, we will go over what a character is and what it means to analyze a character
- Once we have discovered these two concepts, we will then go through the book together
- As I am reading key concepts I will stop and ask the class more direct questions that connect to each page.
  - How is Chrysanthemum feeling right now? How do you know she is happy/sad? What is an activity she likes doing on this page? If you were Chrysanthemum what would you do if people were making fun of your name/What are some nice phrases you could tell people? How do you think Chrysanthemum felt when her teacher also had a flower name?
- If students are starting to catch on to the questions, but they seem to be getting bored with the lesson, I could ask different students in the classroom to read different pages of the story. I would pass the book to volunteers who wanted to read. After they were done with a page or two, then we would stop as a class and discuss what was going on in the story with the character.

- I will look for the students to write points that relate to the story and what/how the character liked, felt, thought.
- I will look for proper sentence structure

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

Overall, I felt that this was my best lesson plan out of the three. I knew the students were engaged throughout the lesson because they were having great discussions during the turn and talk time. After the students did their turn and talks, a lot of students raised their hands to volunteer to write on the character anchor chart. I liked the aspect of having the students write the answer on the anchor chart because it provides an opportunity for them to get up and move, and also create more engagement because they are the ones who have the chance to write the answers. I also could tell the students were engaged in the story Chrysanthemum because they asked me questions like, “what does a lilly and delphinium flower look like,” because these were names that also occurred in the story. The students loved when I looked these pictures up for them because they made comments on how pretty the flowers were and asked questions about what other colors they can come in. While I was looking these up I extended their learning by asking them questions on what plants and flowers need to grow, even though talking about plants was not part of my lesson plan I am glad that I continued on with what they had questions about and added the small science portion into my lesson. I felt that I was really prepared for this lesson as well. I had the anchor chart and all the other materials ready well in advance, and my knowledge on character’s and their responses. An area that I could have improved on during this lesson was coming up with something more interactive for the formative and summative assessments. For the formative assessment I should have had sticky notes for each student and while we were going through the story and pausing for questions. Instead of having share outs after talk and turns, I could have had the students write down one thing they talked about during the time with their partner. This would still allow for some of the children who are below proficient to get an answer from their partner to remember or for students who are higher than proficient to come up with their own answer. Either

way this would allow me to assess their learning during the time of the lesson. Another thing is, I wish I would have asked the students during their WIN time to listen to a story on storyline online and fill out a character anchor chart like the one we filled out together as a class. I would have had mini character outlines like we used on the anchor chart and had the same questions on it for the students to answer. I feel like this would have been a better summative assessment because it would have aligned better to what we did in class. I could also assess their knowledge more on understanding a story of their choosing and how they filled out the same diagram we filled out as a class. Overall, I felt the lesson went well and the student's engagement was good. I had fun teaching this lesson as well.