

Lesson Plan Three - 10/15/2020

Grade: Second Grade	Subject: English Language Arts & Literacy
Materials: Why Spiders Have Small Waists book	Technology Needed: None
Instructional Strategies: € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list) € Peer teaching/collaboration/ cooperative learning € Visuals/Graphic organizers € PBL € Discussion/Debate € Modeling	Guided Practices and Concrete Application: € Large group activity € Independent activity € Pairing/ collaboration € Simulations/Scenarios € Other (list) € Hands-on € Technology integration € Imitation/Repeat/Mi mic Explain:
Standard(s) 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Differentiation Below Proficiency: <ul style="list-style-type: none"> • Read along with the class when we are whole group reading • While I am reading the book the second time around, I could ask the student to mimic the sentence I read and my pitch
Objective(s) By the end of this lesson, students will know the importance of reading a book using various expressions and pitches to represent the different characters to build reading fluency. Bloom's Taxonomy Cognitive Level: Evaluating	Above Proficiency: <ul style="list-style-type: none"> • Have the student take a solo part in the book when we are reading the story together as a class <ul style="list-style-type: none"> ◦ They will be able to create their own idea of one of the character voices in the story Approaching/Emerging Proficiency: <ul style="list-style-type: none"> • The students will read the story with the class while practicing different expressions and pitches of new characters. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visuals - the students are able to see the pictures and words of the story, students will also be able to see my facial expressions as I read the story • Auditory - the students will be able to listen to the story. Students will also be able to hear different pitches in sound of the story • Verbal - the students will be able to read the story along with me to practice using different pitches
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • I will state, "Eyes on me in 5, 4, ..., 1" <ul style="list-style-type: none"> ◦ Okay learners, "today we are going to sit on our community circle sit spots with our masks on that are all 6 feet apart" ◦ When I say "sparkle," If you have a desk that is on one of the sit spot, please move it. For the learners that don't have a desk on a sit spot, please ask a friend if you can 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • I expect the students to stay seated at their sit spots while we are reading the story and discussing • I expect the students to stay 6 feet apart at the sit spots while we are reading the story • I expect noise level be at a 0 when I am talking, a classmate is talking, or when I am reading

<p>help move their desk. Once the desks are moved, please fit a sit spot. "Sparkle"</p> <ul style="list-style-type: none"> Once we are all gathered sitting at the circle, I will ask the learners what it looks like and mean to be a good listener (sitting in fully body listening) If I notice the learners moving around during the story, at the end of it I will ask the learners to do "___" jumping jacks to get our wiggles out, and then sit back down when we are done After reading the story myself and with the students I will say, "Okay learners, we are done with today's lesson on reading fluency using expressions and pitches in our voice, when I say sparkle I want you to stand up, move the desks back to their spots and sit back down at your desks. Your masks should be on at all times while we are transitioning. Sparkle." 	<ul style="list-style-type: none"> I expect students to raise their hands if they have a question during the story I expect students to participate when we are doing the read aloud together
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Minutes	Procedures
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	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> Have the book Why Spiders Have Small Waists up in the front of the classroom Have the students move their desks away from the community circle
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	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> What kinds of spiders have you all seen? Say "Raise your hand if you like spiders, raise your hand if you don't like spiders." <ul style="list-style-type: none"> Make a tally on the board to show the students how many like spiders and how many don't like spiders Ask, "Do spiders have waists?" and "Why do you think spiders have small waists?"
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	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> Vocabulary - spiders, feast Procedures - <ul style="list-style-type: none"> I will state, "Eyes on me in 5, 4, ..., 1" <ul style="list-style-type: none"> Okay learners, "today we are going to sit on our community circle sit spots with our masks on that are all 6 feet apart" When I say "sparkle," if you have a desk that is on one of the sit spot, please move it. For the learners that don't have a desk on a sit spot, please ask a friend if you can help move their desk. Once the desks are moved, please fit a sit spot. "Sparkle" Once we are all gathered sitting at the circle, I will ask the learners what it looks like and mean to be a good listener (sitting in fully body listening) I will be sitting on the platform to read the story I will ask the the students my engaging questions and thoughts on spiders I will read the story very monotone the first time I read it <ul style="list-style-type: none"> I will read only about ½ of the story I will ask, "Was the story fun when I read it in a monotone voice? Why or why not? Do you think good readers read in plain voices?" "What can a reader do to make the story more interesting when they are reading out loud?" Tell the students to watch my expressions and listen to the pitch of my voice when I read the story for a second time Ask, "Do any of my listeners have comments on my expressions?" "What changes of my voice did I make?" Now learners, I want you to all help me read the story <ul style="list-style-type: none"> "What are some things we should remember to do while we are reading the story?" Read the story with the learners <ul style="list-style-type: none"> If the learners are not using their expressive voices make a comment like, "Now that we are readers let's make sure we are using our good readers voices and expressions" "What are things to remember while we are reading?"
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	<ul style="list-style-type: none"> ■ If I notice a student who is above proficient, I will ask the student to read the next page in how they choose to express the character ■ If I notice a student who is below proficient, I will stop and tell the learners I am going to read then sentence and I want them to mimic me <ul style="list-style-type: none"> ● This will help the below proficient readers start to get used to different expressions and pitches in their voice ○ If I notice the learners moving around during the story, at the end of it I will ask the learners to do “__” jumping jacks to get our wiggles out, and then sit back down when we are done ○ After reading the story myself and with the students I will say, “Okay learners, we are done with today’s lesson on reading fluency using expressions and pitches in our voice, what is the importance of learning to read with different expressions and pitches? Was it hard to remember to read with different expressions and pitches? Why do you think it is more fun to read with different pitches?” ○ After our discussion I will tell the students, “When I say sparkle I want you to stand up, move the desks back to their spots and sit back down at your desks. Your masks should be on at all times while we are transitioning. Sparkle.”
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	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Connection to real-life: “What spiders have you seen in real life? Do you like spiders?” ● Reflective questions: “What is the importance of learning to read with different expressions and pitches? Was it hard to remember to read with different expressions and pitches? Why do you think it is more fun to read with different pitches?”
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	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● “Learners today we learned about the importance of reading with different expressions and pitches in our voice to represent characters in the story. Now when you are reading out loud or to yourself I hope you practice these new reading strategies.”
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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> ● Through observation of the students, I will be able to see if they are understanding the concept of using different pitches and expressions while reading a story book with different characters. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> ● If the students are not engaged with the story as I read the book, I will read a page, then the students will mimic me. I could ask the students if we should use a high or low pitch for the ____ animal. This will keep the students engaged and also has them become involved in the story. If the students are not engaged while we are reading the story as a class, we will act out the story practicing different pitches and expressions as different characters.

<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● Students will answer questions at the end of the story and they will verbalize their answers.

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

This was the final lesson plan that I taught during my time in Mrs. Kleinjan’s classroom. I could tell the students were engaged because I allowed for opportunities for turn and talks, all of the groups during these turn and talks seemed to be activity collaborating. After we did turn and talks, the students did a great job on sharing what their partner and themselves talked about. I had several students with their hands up willing to share out their thoughts. The students responded well to my classroom management of “eyes on me in 5,

4..." and "I'm looking for patient and quiet listeners" and I could tell this because I did not have any behavior problems during the time. Another classroom management skill they responded well to was the movement option during the turn and talks. This gave the learners a chance to stand up out of their desks if they needed to. I noticed some of the students were able to relax throughout the lesson because they had this opportunity. A way that I could improve on poroting on the lesson would have each group share something they were talking about. I usually only called on students who had their hand up to share the information, which didn't assess each group when I was teaching. Another area that I could have improved on during this lesson was my use of scaffolding. If I taught this lesson again, during some parts of the story I would have read the sentence with my expressive voice and had the students read it back to me. I have this stated in my lesson plan, but I did not follow through with this when I was teaching it. Something else I would like to improve on making sure all students had turn and talk partners, there were two students who sit next to each other who Mrs. Kleinjan had to tell them to be each other's partners. Before I had them go off and talk, I could have asked the students to point to their partner and then go and talk to them. This would help to make sure no one is left out Lastly, instead of doing an information summative assessment, I should have had the students make a flip grid on reading a sentence in their best expressive reader's voice. Students love to make flip grids, so this would have been a successful and engaging way that the learners could have shown me their knowledge. I like this too because then their classmates could see what eachother has said and then reply to them. There is always room for improvement, so I am looking forward to testing out what I have learned in practicum one and applying it to practicum block two. Overall, I enjoyed teaching this lesson and I felt that the students were engaged overall.