

Lesson Plan Template

Grade:2		Subject:ELA	
Materials: Poster, white board, dry erase marker (or paper and markers)		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) SL.2.1a&b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.4: Tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences. RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		Differentiation Below Proficiency: <ul style="list-style-type: none"> If students are below proficiency, allow them to pair up with a student who is at or above proficiency in the area. There could also be sentence fill ins using the important words and compare and contrast words. Above Proficiency: <ul style="list-style-type: none"> If students are above proficiency, I'll have them Work with students below proficiency to allow them to teach their peer what they know. The students could also start work on further reading and writing with comparison. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> A student at proficiency will be able to participate in group activity and contribute thoughts when with their partner about comparing and contrasting. Modalities/Learning Preferences: Visual, Auditory	
Objective(s) By the end of the lesson students will be able to participate in collaborative conversations with a partner about grade 2 topics by practicing it when they are comparing two items. By the end of the lesson students will be able to tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences by recalling their own likes and dislikes. By the end of the lesson the students will be able to explain how specific images contribute to and clarify a text by using a visual poster to compare and contrast. By the end of the lesson students will be able to participate in shared research and writing projects by discussing differences and similarities between items with peers. Bloom's Taxonomy Cognitive Level: Understanding		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students know their carpet expectations are to be seated with eyes forward and bodies in a ready to learn position. They can participate in group discussions and shout outs using their voices, but not while the teacher is explaining the topics. If this cannot be accomplished by the student, they have a timer set to get back on task, and if the time is up before they're ready, they will come in for a reteach.	
Minutes	Procedures		
1	Set-up/Prep: The poster will need to be hung up, as well as preparing sentences for the students to fill in. I'll also create a ven-diagram for students and put it up for them to see.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> “Okay 2nd graders, I'm glad to see you all finding your spots and being ready to learn. We're going to start off our Monday talking about comparing and contrasting. Now I want you all to have your listening ears and thinking brains on right now, because I'm going to give you an example to think about. Give me a thumbs up if you're ready” “Mom and Dad loved to go to the movie theater and see new shows. Mom likes to get popcorn before the show and so does Dad. Mom loves to watch adventure movies, but Dad's favorite movies are Science Fiction.” 		

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	<ul style="list-style-type: none"> • “Now I want you guys to think of your favorite types of movies or your favorite movie and your favorite movie snack.” • Give them a couple of seconds to think • “Okay friends now that you have those thoughts in your heads I want you to turn to a partner and compare and contrast your favorite movies and movie snacks” • Ask some to share • “Awesome job second graders, you guys just compared and contrasted your different information from your partner. When you are talking to someone, a lot of the times you describe how things are different and how they’re alike. Writers do this too. Good readers know how to compare and contrast when reading fiction and non-fiction texts. For the rest of the week we’ll practice comparing and contrasting.”
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Show students the comparing poster and Ven Diagram. • “Let’s take a look at this poster for a moment. When looking at a poster like this, we as learners need to decide what it is trying to show us. We can figure this out by deciding what is the most important information in the picture. Deciding the most important pieces can make things clearer in our minds. I’m going to show you guys how I do it.” • “I like to start with any important words, such as the title. We can see that the title of this poster is ‘Transportation.’ So I can see that it’s important for me to know that both a bike and a car are forms of transportation, which means something that can take me from place to place. This is an important piece of information to read this chart.” • “I have a list of a few of the important pieces of this poster. Is there anything else you think we should add?” • Ask a few students • “Okay our list looks complete. Now we’re going to use this information to complete our lists by comparing and contrasting.”
8	<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"> • “Everyone grab a whiteboard, marker, and eraser and link up with a partner. Each group is going to make a list of ways the things that are the same and different for each piece of important information that we wrote together on our list. Then we will come back and make a Ven Diagram together.” • Give time for discussion and watch students interactions with each other. • Have students go through information with guidance one by one and put them in different sides of the chart • Point out language used that compares • “Looking at this Ven Diagram we can see a lot of useful information. Let’s start by reading off of the bike side.” • Read off all listed differences on bike side • “Now let’s move on to the car side” • Read all listed differences on car side • “We can see that there are a lot of similarities too. (Student Name) why don’t you read us the first similarity” • Have students continue to read the similarities until they are all reviewed.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Ask students: • “Why is it important to compare and contrast? How does this help you?” • “How did figuring out important information help you understand the picture” • “What words can we use while comparing and contrasting?” • Get students started on Daily Five
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • I’ll go around the room monitoring students during group time and note which students are able to answer the questions <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • If pressed for time, just do student reflection with partners and get the Ven Diagram done with the whole class. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

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- Engaging and active listeners, using visuals, accountable talk, and time to share
- Calm environment
- Move poster to the right side, visibility for all students
- Positive language to encourage a safe environment for all answers “Good observation”
- Very interactive

Listed above are some of the notes from my teacher and I's conference about the lesson that I taught. This was my first lesson, and I decided to do it right away on Monday. This was the lesson that brought me the most nerves, so I hoped that it didn't come out that way to my students that I taught that day. I had a pretty solid plan going into this lesson, because it was the lesson that my teacher had a very clear vision about how it would go. I talked to her beforehand and she said it would work really well with a Ven Diagram, because the students really know how those work, and adding it in during class gave them the ability to share their thoughts out. I think it worked just like it was supposed to, and I was glad that I was able to get that insight from my teacher in order to prepare for that day. The lesson and transition into it worked very well and the students were engaged from the pictures at the start of the lesson. I asked them questions about what they saw in the picture and it worked really well to have them using hand signals to indicate what they know. The prompt that I gave them to write about fit really well for them, because we were able to discuss some of the similarities and differences in the pictures and give examples before they had to do it themselves. We used whiteboards for this lesson and the students don't typically use them in group setting with their partner, so they had to understand the rules with using their tools as tools and not toys, but it had minimal issues on that end. I gave them time to work with their thinking partners and they were able to write down many ways that the pictures were alike or different. We then had share outs that the students seemed to react well to. The Ven Diagram worked really well to put all of the ideas into, and the students were engaged with all of the pieces that we talked about. If I were to change things, I maybe would've cut some of the discussion time short from the groups and from share outs. This lesson went a bit too long, and it's a pretty tight schedule to get all of the material covered for the day. I really liked how the lesson turned out, because it gave us a clear chart once we were done with the lesson of how we compared and contrasted the items. I also really liked how involved the students were in creating the chart because they seemed to know a lot about the subject and want to share their ideas with class. This lesson went even better than I expected it to go and had minimal issues.