

Lesson Plan Template

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| Grade: 2 | Subject: ELA |
| Materials: worksheets, poster, whiteboard, 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) RI.2.2: Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic. RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to efficiently locate key facts or information in a text. RI.2.10: Proficiently read and comprehend informational texts, including history/social studies, science, and technical texts on grade level.2 RF.2.4a: 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. 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). SL.2.1a: 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). SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. b. Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | Differentiation Below Proficiency: If a student is below proficiency, I will have them pair up with a student who is a stronger reader for this activity. I may also go in and highlight key words in their text for comparing so they can easily identify them. Above Proficiency: If a student is above proficiency, I will have them pair up with a student who is struggling to they have the chance to peer teach and get a better understanding of the material. I may also have them make a list of important text before reading the passage to give themselves some words to look for and identify about comparing and contrasting. Approaching/Emerging Proficiency: Students who are at proficiency will be able to read most or all of the passage without issue, and will be able to find most of the important comparing words. Modalities/Learning Preferences: Visual, Auditory |
| Objective(s) The student will be able to identify comparison and contrasts in photography and texts. The student will be able to determine important text such as compare and contrast signal language by identifying them in the text. The student will be able to use academic sentence frames to discuss strategies by practicing filling in the frames.. | |
| Bloom's Taxonomy Cognitive Level: Applying Classroom Management- (grouping(s), movement/transitions, etc.) The students will be transitioned to carpet time by my use of the chimes and positive reinforcement will be given to students whose bodies look ready to learn, encouraging others to follow. They will also at times be turning to a partner to discuss. | 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. |

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| Minutes | Procedures | | |
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| 1 | Set-up/Prep: <ul style="list-style-type: none"> Print out sheets for the students and prepare the poster. | | |
| 2 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Talk about comparing and contrasting from pervious days in the week (highlight what was covered) Allow Students to identify some compare and contrast words that they remember from the previous lesson. Ask for examples of comparing and contrasting. Discuss today’s task of practicing comparing and contrasting in our reading | | |
| 3 | Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Have students write down signal words in compare and contrast boxes They can identify important information from the reading to compare and contrast (circle) Talk specifically about what words they need to look for and how to decide what is comparing and what is contrasting in the text. | | |
| 10 | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Depending on the students’ reading level, partner them up or have them read independently. After they’ve completed the readings, bring it back to the group and have partners reflect with each other and give answers to fill in the group chart. Explain that they compared and contrasted in their text and explain ways that they did or could in the future. Write sentences on the board to help students understand signal words. Fill those in together. | | |
| 3 | Review (wrap up and transition to next activity): <ul style="list-style-type: none"> Ask final reviewing questions: Would a fictional story compare and contrast things? Give an example. Why is it important to understand comparing and contrasting? Move onto Daily five | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I’ll walk around the room and look at each groups progress and what they are writing. I will also make it known that they can ask questions at any time. Consideration for Back-up Plan: If we run low on time, I will Just read the passage with students and have them self-reflect for a while about the comparing and contrasting pieces before we come together to finish our chart as a group. </td> <td style="width: 50%; padding: 5px;"> Summative Assessment (linked back to objectives) End of lesson: I’ll base their knowledge off of what they identify on their worksheet in regards to signal words and important information. If applicable- overall unit, chapter, concept, etc.: </td> </tr> </table> | | Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I’ll walk around the room and look at each groups progress and what they are writing. I will also make it known that they can ask questions at any time. Consideration for Back-up Plan: If we run low on time, I will Just read the passage with students and have them self-reflect for a while about the comparing and contrasting pieces before we come together to finish our chart as a group. | Summative Assessment (linked back to objectives) End of lesson: I’ll base their knowledge off of what they identify on their worksheet in regards to signal words and important information. If applicable- overall unit, chapter, concept, etc.: |
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| Reflection (What went well? What did the students learn? How do you know? What changes would you make?): When we did this lesson, I was being observed, and there was a bit of a limited timeline. The students had to go to the counselor afterwards and that put us on a set timeline for when their activities in class needed to be done. For this lesson, I decided I wanted to try something that the students didn’t usually do, but I had hoped that it would be beneficial to them. I wanted them to group up with their learning partners and decide what themselves which compare and contrast words that were used in the passage. They don’t usually write on their own in the group setting, but I thought it would be helpful to them to write down their thoughts. I had talked to my teacher beforehand about this, and she thought it a good idea, but did say that they hadn’t really done a whole lot of that. So we talked about getting them all the things that they needed for writing with their partners and we got out whiteboards, but forgot to get out the pencils right before it was time to start, so the students were kind of having a scramble to get a pencil that they needed in order to write like I asked them to. That was one of the bigger issues I had during the lesson, but a lot of students were used to being flexible, so they were able to go to their desks and get the pencil pretty easily. I liked reading the passage to the students and then having them read it themselves as well, because I think it gave them the chance to understand it better. I took the material from the curriculum book, so I’m not sure how much of the compare and contrast words that they had used beforehand in other works that they’ve done. I think if I were to do it again, I would go over those words before the lesson even started and then touch on them during the lesson like I did. I was able to give them examples of the words while I was reading through, and I think it helped them to understand what types of words I was looking for. I asked for their interaction while reading, but they seemed a bit confused on picking out those words, so I tried to help them out with that part. However, when I got the worksheets back, the students had identified mostly all of the words that were in the passage that were compare and contrast words. I think that is made sense to them while reading, and they were also able to use their partner to help them if they were confused about what they were | | | |

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looking for. I think I would've chosen a different topic for the passage to be about, or choose to show them a little something about storms before we started the lesson to catch their attention before we started. Overall, I think it could've been more organized and explained to the students, but they did well with the actual worksheet.