

Lesson Plan Template

Date: 10.8..21

Grade: 2nd grade	Subject: Reading
Materials: Book "Max at night" by Ed Vere	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals /Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion /Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <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) RL.1.2 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.	Differentiation Below Proficiency: For students below proficiency the teacher will provide probing questions. Also it is a book with a lot of big and beautiful pictures. Above Proficiency: The teacher will prob these students with harder questions to get them thinking. The teacher will also look to them to show other students to learn from. Approaching/Emerging Proficiency: These students will be probed with questions in between the two previous groups. These students will be called on as to lead others into conversation.
Objective(s) But the end of the lesson the learners will have a deeper understanding of why characters in a story and important by discussing and directing a short story. Bloom's Taxonomy Cognitive Level: Discussing	
Classroom Management- (grouping(s), movement/transitions, etc.) The classroom management that I will be using during the lesson is Champs. C-conversation, H-help, A-activity, M-movement, P-participation = S-success. C-voice level 0-1, H-raise hand and wait patiently, A-participate in the activity, m-actively move with the prompted words, S-success for the activity.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to raise their hands when they have something to say. They will keep their voices below a 2 when they are expected to talk with one another. They will not be walking around the room unless they need something. They will pay attention to the teacher.
Minutes	Procedures
	Set-up/Prep:
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • The teacher will start off the lesson with having the book in the front of the class and have the learners at their desks. • Then the teacher will start off the lesson by talking in weird voices. • British voice "Alrighty learners I believe it is time to move on to a little bit of reading." • When the kids laugh the teacher will switch voices and say "What, whatever is the matter?"
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • In a new voice "Now learners we will be reading a book together and having a discussion about it. We will be talking about the characters in the story. Now what is a character? I give you one minute to turn and talk to your neighbor and go." • The teacher will walk around the room and listen into the learned conversations. When a minute has been up the teacher will call out. "When you are ready to share your conversations, please give me two thumbs up."

Lesson Plan Template

Date: 10.8..21

	<ul style="list-style-type: none">• When the students have their thumbs up the teacher will call on the students to share what they came up with. The teacher will touch on what the learners have said and they will move on to reading the story.
	<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">• The teacher will then move to the front of the class and grab the book. In a new voice the teacher will say, “As I am reading this story, I would like you to have listening ears on, we will be talking about the characters in this story. We need to look for <i>who</i> they are? <i>What</i> are they doing? And what makes them who they are, also know as their <i>drive</i>. What is pushing them to do what they do.”• The teacher will then start to read the story to the class. After the main character is introduced the teacher will stop the book and ask the learners who our main character is.• “Now learners when I look at this drawing, I can see who are character is. I get this by asking myself. ‘Now I can see a tree, and a widow as well as a cat. I can make the conclusion the the cat must be max, because I see the same cat on the cover of the book.”• The teacher will then move to another page reading it and then they will stop and ask the learners what is going on. “Now learners, when we look at the page what do we see max doing? What does that mean about max?”• The learners will respond and the teacher will continue with the book. During times in the book the teacher will pause and ask the learners what they just saw and continue with asking the probing questions.• After the story is over the teacher will ask the students to break down what happened in the book. As well as what they saw in the character.<ul style="list-style-type: none">○ Who is our main character?○ What were they doing throughout the book?○ What does that mean about our character?○ Where do you see that in your own lives?
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• The teacher will ask the learners why it is important to know about the main character.• It is important to know about them because if they were any different then the story would have been different.• The teacher will ask the students to go back to their desks and get ready for the next activity.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?)	<p>Summative Assessment (linked back to objectives, END of learning)</p>

Lesson Plan Template

Date: 10.8..21

The discussion that the teacher has with the students will be the formative assessment. The teacher will be looking for keep points about a character. The class will be assessed as a whole as well as individually.

The summative assessment will come later in the form of the students creating their own character.

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

Over all this was one of my better lessons. It started off with them right after recess so they were still calming down. I helped them transition back into the classroom expectation very well. I made sure to remind them to stay on topic and to stay at their desks. Then I transitioned them into. The reading activity by speaking in different accents. The learners really liked this as many of them started to smile and laughter. After I gout their attention with the different voices, I went over what a character was. And how each of my voices could represent a different character. Then I asked them to walk to the front section to sit on the carpet to listen to to the story. I made sure to ask them to do a quick and quiet transition, and I made sure to go over what a quick and quiet transition looked like. Once they were all on the carpet I start of the story with looking at the book cover. Then we dived into the book stoping ever few sentences to talk about who "Max" was and what made him himself. About half way through the book I used the word 'determined' to describe Max. I then talk to the learners about what that word means and where we see it in our everyday lives. Then we finished up the book and talked about what we saw in the book regarding who Max was. After the final discussion the learners went back to their desks and moved on with the next lesson. Over all this was a very successful lesson and one that I would do again. If I could change or add anything I would have them fill out a diagram of the characters in the story. Then I would use that as a formative assessment.