

**Lesson Plan – Mrs. Bren**

**Date: December 9, 2020**

**Mark Bjelland**

**Reading Lesson #2**

<b>Grade: 2<sup>nd</sup></b>		<b>Subject: Reading</b>	
<b>Materials: Smartboard</b>		<b>Technology Needed: Smartboard</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> <b>2.RL.2</b> – Recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral. <b>2.RL.3</b> – Describe settings and how characters in a story, respond to major events and challenges. <b>2.RL.6</b> - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		<b>Differentiation</b> <b>Below Proficiency:</b> Students who are below proficiency may need some help in order to recount events from the story, as well as help with the differences in the characters, setting, and plot. By using the turn and talks, students who are below proficiency will be able to get some additional help from their peers if they are struggling.  <b>Above Proficiency:</b> Students who are above proficiency will be able to recount events from the story and will be able to help students who are struggling with the differences in the characters, setting, and plot.  <b>Approaching/Emerging Proficiency:</b> Students who are approaching proficiency may be able to recount events from the story (but may need help) and should be able to identify the differences between the characters, setting, and plot.	
<b>Objective(s)</b> By the end of the lesson, students will be able to recount the setting, plot, characters, and main events in a novel by being able to identify those points before, during, and after reading.  <b>Bloom’s Taxonomy Cognitive Level:</b> <b>Remember:</b> Students will be able to <i>remember</i> the setting, plot, characters, and main events in a novel.		<b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will be able to <i>see</i> story details on their flow chart, as well as the book itself.</li> <li>• <b>Auditory:</b> Students will be able to <i>hear</i> their peers discussing the story.</li> <li>• <b>Kinesthetic:</b> Students will be able to <i>move</i> their bodies during turn and talks to talk to their peers about the story.</li> <li>• <b>Tactile:</b> Students will be able to <i>touch</i> the book, as well as their flow charts.</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> There will only be one grouping in this lesson; they will do a turn and talk. For this grouping, there will be no specific grouping, as it will not be necessary since they will be able to be heard by the teachers. As for transitions, students will be transitioned once at the end of the lesson. This is discussed in the review section of the lesson plan.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> During the lesson, students will be expected to behave as they would if Mrs. Bren was teaching the lesson. Students should remain at a voice level of 0 while I am talking, but when it is their turn to talk, they should remain at a voice level of 2. If I need to get student attention, I will say “Class, Class”, as well as “Macaroni and cheese” to which they say “Macaroni Freeze”.	
<b>Minutes</b>	<b>Procedures</b>		
<b>1</b>	<b>Set-up/Prep:</b> The only set-up that is necessary will be getting the students to the floor to talk about the book. Other than that, no a lot of set up is required for this lesson.		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> In order to engage the students, I will say to them “Yesterday we finished reading Jack and the Beanstalk and rereading it to analyze story elements. Let’s retell what happens in the story. First, let’s review what we’ve already recorded on our flow chart. With a peer,		

**Lesson Plan – Mrs. Bren**

**Date: December 9, 2020**

**Mark Bjelland**

**Reading Lesson #2**

	<p>turn and talk to other students to talk with them about what happens in the story. Take turns with each other and make sure that each person gets time to talk about the story.” After this, students will get about 2-3 minutes to talk about the story, while I and Ms. Kyla will walk around the middle of the class and make sure that all the students are talking about the story and making sure that they understand the story.</p>
<p align="center"><b>10</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b> As a class, the students and I will reread the book together. While doing this, students will be working on their expressive interpretation. I will say to the students “Pay attention to your expression. Say words the way the character might say them.” After I say this, this will start when we reread the book. The students will play as the giant – reading all words written in red. As for myself, I will read everything else. Once we finish, we will complete the story chart.</p>
<p align="center"><b>5</b></p>	<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> Once we finish the book again, I will say to the class “Okay class, now turn and talk with a partner and tell them who your favorite character is and why. Be sure to listen carefully to your partners.” I will ask them to give me five once they finish talking with their partner, and they will write it on their favorite character web. Once students finish talking with their partners, they will be asked to share their partners favorite character and will tell us why. We will also create a slide that will have all of the characters, and we will see as a class who is the favorite character.</p>
<p align="center"><b>2</b></p>	<p><b>Review (wrap up and transition to next activity):</b> Students will then be transitioned into phonics once the lesson is done – this will be done by me saying “Okay class, we have now finished reading. Let’s start with our phonics lesson – if you need to, shake it out!”</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>Students’ formative assessment will be during the lesson, and it will be the students discussing their favorite characters, as well as the retelling of the story.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The students’ summative assessment will be them discussing the book at the end of the book, and making sure that they are able to understand each of the points that they have hit during each day of these lessons.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>During my second week within Mrs. Bren’s classroom, I had felt that this lesson had gone over the best with the students. I think this way as the lesson was very interactive, and it depended a lot on student participation. Before I gave this lesson, I had felt pretty confident in this lesson and in my ability to teach it. Due to this, I think I had done better in the lesson overall due to this. During the lesson, one of the things that went really well was reading the story with the students. The students were very interactive during this section of the lesson, and they had even read the story along with me. During certain sections (such as when the ogre was reading or when words that were describing the direction Jack was going in), the students would read along with me and would say it out loud. They loved doing this part, especially during the ogre section, as they were able to be a bit louder during class while reading the book (and not just having to sit there and listen).</p> <p>During the lesson, the students had learned about how to retell and recall events from a story, as well as identifying their favorite characters and why they like that character so much. For the first part, I was able to know that they had learned this <i>before</i> we read the story, as I had asked them “Okay class, can a few people tell me what happened during these parts of the story?” And multiple students had raised they hands to recall what was going on during the story. I was also able to know that they were able to do this very well due to the fact as to how quickly they were able to answer the questions of what had happened in the story. There was no moment of the hesitation for the students, they had just known what was happening in the story. As for their favorite characters, I had asked them to do a turn and talk with their peers about who their favorite character was and why. Students were all able to do this, and then I asked them to tell me what their partner had said, in order to make sure that they were listening during the story. They were able to do this very well and it had presented a different challenge for the students.</p> <p>One change that I would make in this lesson is to make a bit longer. We were not able to create a slide of the favorite characters within the story, as we had ran out of time. If it would be possible, I would like to extend the amount of time that they had for this lesson so that they could do a bit more work within this area. Regardless, this part was not necessary. While it would have been a fun thing to do with the students, it does take time away from other subjects, so it would have to be up to the teacher’s discretion as to whether or not they actually do it.</p>	

**Lesson Plan – Mrs. Bren**  
**Date: December 9, 2020**  
**Mark Bjelland**  
**Reading Lesson #2**