

Lesson Plan Template
Date: 10/14/2020
Mr. Bjelland – Mrs. Bren (AB)

Grade: 2nd	Subject: Reading
Materials: Paper, Drawing materials	Technology Needed: ACTIVE Inspire (On computer)
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <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) <p>Explain: As a whole class, students will be read the story "The Park Pond" and we will discuss it as a class with their visualizations. As for the independent activity, if they want, students will be able to draw what they visualize within the story if that will better help them to visualize what they see in their brains. Technology integration will occur from reading the story on the board while we are in class.</p>
Standard(s) 2.RL.3 - Describe settings and how characters in a story, respond to major events and challenges 2.SL.1 - 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. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.RF.4 - 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.	Differentiation <p>Below Proficiency: Students who are below proficiency will be given help in order to better visualize the scenes within their minds.</p> <p>Above Proficiency: Students who are above proficiency will be able to visualize and explain their visualizations of the scenes that are discussed within class and will be able to better build their academic oral language.</p> <p>Approaching/Emerging Proficiency: Students who are approaching proficiency will be able to visualize and explain their visualizations (with teacher help), and will begin to build their academic oral language.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will see the scenes within their brains, as well as be able to see the drawings • Auditory: Students will be able to hear the story being read, as well as what their peers see in their mind • Kinesthetic: Students will be able to draw pictures from the story in order to better visualize it • Tactile: Students will be able to draw pictures from the story in order to better visualize it
Objective(s) <ol style="list-style-type: none"> 1. By the end of the lesson, students will be able to analyze characters through their actions, words, thoughts, and feelings by listening to the teacher during the lesson, as well as doing it themselves after the reading is finished. 2. By the end of the lesson, students will be able to visualize in order to obtain a deeper understanding of the characters. This will be assessed by listening to them discussing the story as a class and hearing how they envisioned the story and how they perceived what was being read to them. <p>Bloom's Taxonomy Cognitive Level: Understanding: Students will be able to express what they see to their peers Analyzing: Students will be able to illustrate what they see in their brains on a piece of paper as a drawing</p>	

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<p>Classroom Management- (grouping(s), movement/transitions, etc.): Students will be transitioned from their previous activity by giving them verbal prompts, letting them know that they have 5 minutes and then 1 minute to prepare to move onto the next activity. , I will say to the students “Class, class” to which they respond with “Yes, yes”. This is a procedure that has already been taught to them by Mrs. Bren. It will be used as a way to make sure that the students are paying attention to how much time they have remaining, and that we are able to have a smooth transition from one activity to the next. During the lesson, we will be meeting at the rug at the front of the classroom. Students will sit here quietly, and we will use the whiteboard Mrs. Bren has when we need to write things down.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During the lesson, students will be asked to remain at a voice level of zero. When we begin to discuss the story, students will then be allowed to speak – however, they will need to raise their hand if they would like to discuss how they visualized a certain scene within a story, or how they analyzed one of the characters within the story.</p>
<p>Minutes</p>	<p style="text-align: center;">Procedures</p>
<p>5 Time it took: 1</p>	<p>Set-up/Prep: Before this, students will have been working on their bell ringer. I will at first remind them that they have 5 minutes left to complete, then 1 minute, and then we will transition into the lesson, I will say to the students “Class, class” to which they respond with “Yes, yes”. This is a procedure that has already been taught to them by Mrs. Bren, as previously stated. Once I have their attention, if they are not already at the rug at the front of the room, I will ask the students to join me at the front of the classroom for the lesson.</p>
<p>5 Time it took: 5</p>	<p>Engage (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): In order to pique student interest, I will ask them “Do you guys want to start the morning off by reading a short story?” Since the students like it when Mrs. Bren reads to them, it is safe to assume that this will automatically engage the students to the lesson. Once we are all gathered, I will begin to explain what visualization is, that way they can better understand how to do it. This will happen in the explain section of the lesson.</p>
<p>5-10 Time it took: 3</p>	<p>Explain (concepts, procedures, vocabulary, etc.): After we all are gathered at the rug, I will say to the students (before I start reading), “Okay guys, before we start reading this, try and visualize this story in your mind. Put yourself in the shoes of our protagonist and try to figure out what is going on in their brain. This will help you to better understand the character. To do this, think about what you know from the pictures and/or text clues, and use that information to create a picture in your mind.” Once I say this to the students, I will then begin to read the story.</p>
<p>25 Time it took: 15</p>	<p>Explore (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions): Once I finish the story, I will reread some sentences of the story that we had just read in class. I will say to them “We read that Ting helped her mom at the park. In my mind, I see Ting working hard with her mom and pulling weeds. I also see them wearing gloves and pulling slime and trash from the pond. I picture them working <i>very</i> hard.” Then, I will give another example, rereading the sentence “Ting’s question helps me conclude that Ting is concerned about the frogs in the pond. In my head, I see Ting looking worriedly at the frogs as they try to hop over the trash. From this image in my mind, I can tell that Ting is worried.” After this second example, I will tell the students that if they need to, they can grab a clipboard and some paper, and then draw the picture if that will better help them visualize the story. Once I do this, I will wait for the students who chose to do this to grab their materials, and then once they come back to the rug we will continue with the lesson. I will then reread the fourth paragraph and ask the students to create a visualization in their mind. I will give them about one minute to think about this – after they have had their time to think, I will then ask them what they visualized in their mind. In order to better accommodate students who are EL’s or who struggle with reading, I will supply the class with sentence frames. The two sentence frames I will use will be: “I can see Ting and her mom in my mind. What I see is _____” and “The clues that helped me visualize the story include _____”. I will write this on Mrs. Bren’s whiteboard, that way students can refer back to it if they are struggling.</p> <p>For the next portion of the lesson, we will focus on analyzing the character. I will say to the class “Now think about what Ting does, thinks, and says. Use these clues to help you to better understand who she is as a character.” Once we start doing this, I will begin to write on the whiteboard the characteristics about Ting that the students noticed while listening to the story. If I see that students are struggling with this information, I will point to Ting’s actions and words in order to help the students understand it better. I would say “Let’s look a little more closely at the text and find clues that help us to understand Ting. What are some things that Ting does? What does she say?” Once the clues are revealed, I will tell them “In order to analyze a character, we have to pay attention to what a character thinks, says, feels, and does. We use this information to better understand the character. We also need to be aware of what other characters say about the character we are discussing. Let’s use the clues we used to help us analyze Ting. What was one clue you found? What does that clue tell us about Ting?”</p>

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<p>5 Time it took: 5</p>	<p>Review (wrap up and transition to next activity): After we finish discussing the story, I will then reiterate to the students how important analyzing characters is, as well as visualization. I will say “In order to fully enjoy reading, you will want to visualize it in your head. By doing this, it will help to better create an understanding of the story, as well as causing you to enjoy it more while you are reading it.” Then, I will say “It is also good to know who the characters are and what they do within a story. By seeing their characteristics, it will better help you to understand who they are as a character, and it will help you to determine if they are the hero or the villain of the story.” After this, Ms. Wanzek will be taking over for her lesson, so I will then tell the students that they will need to get ready for their phonics lesson.</p>	
<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>During the lesson, I will monitor student progress by making sure that the students vocalizing what they are visualizing within the lesson. During the explore section, I will ask them for examples, clues, as well as helping with analyzing Ting. During this time, I will make sure to ask multiple different students, that way most (hopefully all) will get a chance to show their understanding of the material, rather than only some.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will be assessed on their ability to visualize the story. The assessment will focus on their ability to visualize the story, as well as whether or not they can analyze a character. If they are still struggling with this by the end of the lesson, Mrs. Bren and I will figure out another time when we can revisit this material to make sure that they can understand better, and enable them to succeed more within the classroom.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This was the first lesson that I had taught during practicum week, and I feel as though that this lesson was pretty good, although it definitely could have been better. I think that it was good to start on a lesson that did not feel as though it was super good, as it helped me to keep a level head during practicum week and it helped to remind me that there is always room for improvement and I can always fix something within any lesson I give to my students.</p> <p>During the lesson, one thing that went really well was asking the students if they wanted to read a story together. This made them very excited, and immediately piqued student interest within the lesson. By piquing their interest right away, it had made teaching the lesson so much easier and it helped increase student engagement during the lesson. Another thing that went really well was using the skeleton sentences – by giving them the sentences, students were better able to answer the questions that were asked of them. This helped them to visualize what was being asked of them, and they did not need to be reminded during the lesson consistently what was being asked of them. By having that visual in front of them, it made it a lot easier to go through the lesson a lot faster.</p> <p>The students were better able to understand how to visualize a story and how to analyze characters. I know this because I was able to ask the students to answer questions within the lesson, and almost always they were able to answer the questions. Since it was still a bit early in the year, it would take some time for the students to visualize the stories, as they are not quite used to understanding how to visualize during a story. They still were able to understand the questions and were able to answer said questions, it just took a little bit of time for them to do this. One change that I would make to the lesson would be having one or more of the students reading the story during the lesson. This would be able to help them develop their phonics skills, it would also increase student engagement within the lesson, and it would help the lesson to become a lot more interactive than it currently is. Another thing I would do would be to find this lesson to be more “fun” for the students – by the end, I was able to tell the students were not into the lesson as I had thought they would’ve been. Finally, I would also make this lesson a lot shorter if I were to do it again. The lesson dragged on too much, and the students became bored during the lesson after spending too much time working on the material in the class. I think that if I was to shorten this lesson, students would be able to focus more and care a little bit more about the lesson at hand.</p>		

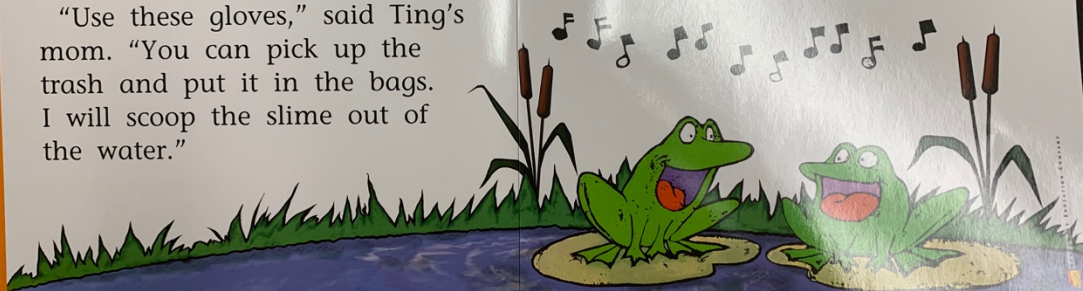
The Park Pond

Ting's mom was a gardener at the park. One Saturday, Ting went to help her mom. In the morning, they pulled weeds. Later they went to the pond and found it full of slime and trash.

"Use these gloves," said Ting's mom. "You can pick up the trash and put it in the bags. I will scoop the slime out of the water."

"Do the trash and slime make the frogs sick?" asked Ting.

"Yes, but they will be singing 'ribbit, ribbit' when the pond is clean again!"



Ting's Trait:

helpful

Clues:

Ting helps her mom pull weeds and pick up trash from the water.

Ting's Feelings:

worried

Clues:

Ting asks if the trash and slime make the frogs sick.

Mom's Traits:

optimistic and positive

Clues:

She says that after they clean the pond, the frogs will be singing again.