Tosha Humphrey

2nd Grade Reading Lesson Plan

**TN STATE STANDARD:**

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**OBJECTIVE:**

I can compare and contrast two characters in a story.

**STUDENTS’ CURRENT KNOWLEDGE:**

Students have been introduced to comparing and contrasting characters in a story as well as two different stories. Students have had the opportunity to identify the characteristics and traits of the characters in the story. Students have been exposed to a Venn diagram and how to use one when comparing and contrasting. Students will use their knowledge of the characters from text-based evidence to complete a Venn diagram to compare and contrast two characters in the story.

I**NSTRUCTIONAL PROCEDURES**

Introduction/Connection to Prior Knowledge: I will close the C.A.R.E. lesson and open the reading lesson by a brief spelling activity using movement around the room. I will briefly review/introduce a few of our high frequency and amazing words. I will then activate students’ prior knowledge through the use of the questioning based on yesterday’s reading lesson. We will refer to our learning objective to direct our goals of the lesson.

Direct Instruction/Model: I have previously modeled how to use information from the text to compare and contrast characters in a story. I have also modeled how to use and label a Venn diagram. Today, we will do our second read through the use of the choral reading strategy. I will use questioning to assess comprehension and differentiate my instruction as needed. I will remind students that they have to pay close attention to what part of the story we are using to compare and contrast by reminding them how our thoughts changed as we continued to read yesterday. I will emphasize that we need to use text-based information to support our answers and we need to dig deeper than simply saying the characters are both animals or one is a turtle and one is a spider.

Guided Practice /Partner Practice/Informal Assessment: I will remind students when we use a Venn diagram we put the information that we are comparing (what is similar) in the inside of the graphic organizer and we write what we are contrasting (what is different) on the outside where it only applies to that character. We will continue to choral ready important parts of the story and different A-B partners will compare and contrast different parts of the story. While students respond, I will ask, “How do you know?” “Do you agree/disagree?” “Does anybody have something they would like to add?” I will then ask students, “What if we are different parts of the story to compare and contrast the characters?” (Students should answer by saying yes, because the characters actions change as the story continues.) I will ask questions to informally assess and clarify each student’s understanding of the concept. Questions such as these, from whole group discussion, will follow through to discussion as and after partners write their responses on post-its and place them in the coordinating parts of the hula-hoop Venn diagram. I will read student responses and use them to direct instruction.

Centers:

1. Teacher Choice: (Conventions) Students will take a green folder with 24 task cards and recording sheets. Each task card has a sentence and asks when did it happen, students are given the choice of past, present, or future. Students will record their answers on a recording sheet and turn in once completed. (Two members in the Plaid group will go to the computers to complete their required time on Ticket to Read.)
2. Small Group:
   1. Plaid: We will be working on completing the seatwork part of the center rotation. Student will bring their reading books to use during small group. We will further discuss our learning and apply it to show comprehension. I will be providing needed additional support and guidance for students to succeed.
   2. Polka Dots: We will read the on-level leveled reader. While reading, we will compare and contrast information using text-based information. I will deepen student thinking with questioning. Students will extend their learning by comparing and contrasting text-based information with coordinating real life information.
   3. Stripes: We will read the on-level leveled reader. Additional support and prompting will be used with this group. Our focus will be to compare and contrast information within the text. Students will practice using text to support their reasoning and answers to teacher questions that are guided to the learning objective.
   4. Chevron: Students will read the above-level leveled reader. While reading, we will compare and contrast information using text-based information. I will deepen student thinking with questioning. Students will extend their learning by comparing and contrasting text-based information with coordinating real life information. If time permits and students are showing mastery, we will extend learning by comparing and contrasting parts of different stories.
3. Seat Work: Students will have the opportunity to complete the “you-do” portion of the whole group lesson. To increase student motivation, students will use markers and one side of a paper plate Venn diagram to prove mastery of the objective of comparing and contrasting characters in a story. The other side of the paper plate Venn diagram will be used for the individual to compare and contrast themself to another member of our learning community.
4. Writing: Students will work on transferring their information from their graphic organizer to notebook paper in order to produce their sloppy copy. Students will use their opinion-writing rubric to help guide their writing. Students should produce a rough draft paragraph of their opinion if their teacher would or would not make a great president. They should begin by stating their opinion about the topic. They should produce two to three reasons and examples to support their opinion and end the paragraph by restating their opinion.

Differentiated Independent Work:

I will differentiate by supporting those who need it by providing addition teacher support by questioning and prompting. Students will turn in their recording sheet and I will grade each one for mastery. The Plaid Group will work with me in small group to complete their seatwork.

Formal Assessment/Close: To close the lesson, I will remind students that today they learned to compare and contrast. I will tell students it is time to move to writing and we will prove our understanding while completing the seatwork portion of center rotation. (I will use this assessment to determine individual success.) Students will need to list at least 2 differences for each character and 2 similarities between the characters based on the text. They will need to properly label the graphic organizer and write the similarities and differences in the correct portion of the Venn diagram.

Questioning: What are some of the differences between our Turtle and Anasi? What similarities did you notice between the two characters? What genre is our story? What do folktales teach the reader? What materials can we use to present these differences and similarities? Where do we write the similarities? The difference? How do we use the text to find reasons? Does it matter which parts of the story we compare and contrast? Why? How do you know?

Learner Involvement: During the beginning of the lesson, students will be asked to activate prior knowledge. Students will review the learning object to direct their learning. In the middle of the lesson students will participate by working with a partner to compare and contrast the characters in a portion of the main selection. Then students will put the objective into practice independently at their seats by a paper plate Venn diagram to compare and contrast the characters of the main selection as a whole.

Materials: flipchart, reading books, post-its, pencils, 2 hula-hoops, on-level leveled readers, above-level leveled readers, convention task cards with recording sheet center, paper plate Venn diagram, previous writing materials from the week, notebook paper, and markers

Learning Environment: Students are familiar with the classroom expectations and rules. Modeling will provide a clear guide for student group work and individual seatwork. Talking with, encouraging, and redirecting when necessary will ensure all students are on-task. Supplies will be easily accessible and ready to use so no instructional time is lost. Having students working at tables allows for conversation, motivates and encourages children to share their ideas. The room is filled with student work and class writings. This communicates to students that their work matters and that reading/writing is valued.

Classroom Layout: The classroom layout is safe and predictable for all learners. Students are familiar with transitions and where supplies are located. Students are seated in an order that promotes the highest potential for success.

Grouping: I have grouped students in their pods so that they sit next to someone who will support them or whom they can support. Small groups have been arranged through reading and comprehension ability as well as similarities in Discovery Ed. data. A-B groups are arranged with partners who will help students in a way that will enhance the lesson for both children.

Extension/Alternate Plans: If students finish early, they may complete any unfinished work in their black folders located in their desk or continue to work on their opinion writing from this week’s prompt. They also will have the opportunity to practice this week’s phonics learning of compound words through the use of their Compound Word book. Later this week, students will apply their learning from today’s lesson through the extension of comparing and contrasting a character from today’s story with a character from a new story introduced on Thursday.

Evaluations/Reteaching/Informing Upcoming Lessons: I will informally assess their understanding when walking around while they work with their A-B partners to compare and contrast their designated part of the main selection. I can see who can do this and who is still having trouble through informal auditory assessment and information written on a post-it. In addition to observing understanding, I will be able to redirect students as needed. I will ask questions and listen to the students’ answers to also informally assess their understanding. Informal assessment will continue as I talk with students during small group. Formal assessment will occur as students compare and contrast the characters in the main selection using the paper plate Venn diagram. At the end of this lesson, 75% of students will show mastery by correctly using a Venn diagram to compare and contrast two characters from the main selection and themselves to another individual in the class. This formal assessment will drive future lessons and inform me of students’ mastery of the concept. If students have not mastered the objective, future lessons will allow them to practice this skill again. If students have mastered the objective, future lessons will allow them to expand their knowledge of using symbols to compare numbers. Re-teaching: I will pull back struggling students to work in small group based on their performance during today’s lesson.

Reading Groups

Whole group writing will begin upon completion of the whole group reading lesson. Students will be dismissed to reading rotation (centers) after the writing lesson has been completed. During this time, students will work on activities that allow them to practice skills previously taught in whole group reading, writing, and C.A.R.E. While students are working at their centers, I will call students to come to the table and work with me.

I will work with my “Strategic Intervention” group first. I will review our learning goal and the expectations of our task. Students will use their text to aid them in spelling as well as text-based information needed to successfully complete the task off completing our paper plate Venn diagram. I will provide additional support and prompting for these students requiring additional assistance to achieve success.

I will work with my “Advanced” group last. To help challenge them in today’s object, we will read the above level leveled-reader and apply their skills to demonstrate comprehension. If they are showing mastery, I will try to push them to the next level and have them compare and contrast the characters, setting, and plot to our main selection. We will use accountable talk to extend our learning and deepen student understanding/comprehension.

This lesson promotes analytical thinking- where students analyze, compare and contrast, and evaluate and explain information. It also requires students to recall and apply prior knowledge. Students will need to recognize the differences and similarities between two subjects, recall how to use a Venn diagram, label it accordingly, and use it to identify the differences and similarities. Students’ comprehension will be evaluated based on their ability to successfully complete a Venn diagram with text-based information. Students will use this concept through the application of comparing and contrasting themselves with another member of our learning community.