Tennessee Tech University  
Lesson Plan Template

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| Name: Tosha Cook | Date: 3/7/13 |
| Lesson Title: Thidwick | Grade/Level: Second |
| Curriculum Standards | Central Focus Question/Big Idea/Goal | Rationale/Theoretical Reasoning |
| *State Curriculum Standards* (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).  RL.2.3 Describe how characters in a story respond to major events and challenges. | *What question(s), big idea(s), and/or goals drive your instruction?*   * What are the major events and challenges in the story? * How does Thidwick respond to the major events and challenges in the story? | Scaffolding, termed by Vygotsky, will be used throughout the lesson to provide students with the needed assistance and encouragement to achieve the tasks of the lesson. The lesson is also broken into parts for a higher potential of mastery from all students. Piaget’s Cognitive Theory and Bloom’s Taxonomy are the major theoretical reasoning that supports my pedagogy and methodology. This lesson provides thought-stimulating activities to produce a wide variety of mentally active experiences. Reviewing the purpose of our story through the use of questioning will provoke student thinking. Students will use knowledge of our character’s personality to make predictions by building on current schema. Providing student choice will allow different learners to express learning in a way that works best for them, supported by Gardner’s Multiple Intelligences. I have chosen these strategies to engage students in the lesson and succeed in mastering the objectives within this learning goal. I feel that each child’s needs must be met throughout the lesson in both whole group learning and individual assessments. I do not believe in using material that will bore the higher students or using material that will be too far above lower students’ level of thinking, especially during whole group. I believe that assessment must match the content that was addressed in the lesson and can be adjusted to fit the requirements of IEPs and 504 Plans, as well as each individual child. I will be differentiating instruction and assessment as needed to accommodate the various learners involved in this lesson. |
| Lesson Objective(s) | |
| *Objectives are measureable.*  I can describe how characters respond to major events and challenges in a story. | |
| Vocabulary/ Academic Language (Language Function) | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency?*    Describe is the one language function essential for students to learn during this lesson. Students will be provided with opportunities to practice using the language function of describing throughout the lesson as it is focused around the learning objective, “I can describe how characters in a story respond to major events and challenges.” Students will be provided with opportunities to practice using the language function, Describe, through a grand conversation about the story “*Thidwick the Big – Hearted Moose”*. They will also be provided the opportunity to chart Thidwick’s actions, thoughts, and feelings to describe his personality. The *Character Response* graphic organizer will be used to describe the major events/ challenges and how Thidwick responds. Discourse is an associated language demand students need to understand and use, both written and oral. Students will communicate thoughts orally during our grand conversations and when asking and answering questions. They will communicate predictions, personality traits, and the major events and challenges as well as how a character responded. I will ask many levels of questions in consideration of the wide range of student understanding within the class. I will use the pictures to capture students’ interest and strengthen reading skills. Students will also be required to understand and use the syntax language function by charting, or organizing, a character’s actions, thoughts, and feelings.  Sub Objective: A well-balanced, rich vocabulary will provide all students (with above, below, and on grade-level vocabulary) with an opportunity to increase their vocabulary without lower students becoming frustrated or advanced students becoming bored throughout the learning segment. | |
| Assessment/Evaluation | |
| Formative (Informal)*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*  Students will demonstrate understanding of the lesson objective through the use of a grand conversation reviewing a previous character study. Students will individually respond to questions on their paddleboards about characters, major events, and challenges. This will allow me to monitor student understanding individually during a whole group activity. I will provide feedback accordingly.  I will prompt student thinking by stopping the recording of the story, *“Thidwick the Big – Hearted Moose,”* and asking questions. I will monitor student responses of what the major event/ challenge is occurring and how the character responds. Together, we will give one piece of evidence of a major event/ challenge and how the character responded. Students will then discuss another piece of evidence of a major event/ challenge and how the character responded with their Wise Owl Pal.  Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*  The Problem/ Solution graphic organizer will be completed individually. Students will need to indicate a problem and solution using evidence from the text to describe how the main character responded to the major event/ challenge. We will cut out the boxes and staple them into our Dr. Seuss lap book we have been creating this week. Before I staple the booklet into the individual’s lap book, I will check for learning of the objective. Mastery will be determined by the students’ ability to correctly describe a major event or challenge and the correlating response of the character.  I will need to accommodate for the various learners that make up this class. Though my initial intention is for students to use the story (as a whole) to describe the overall challenge and character’s response, I understand that not all students will be able to accomplish this goal. For my lower level students, mastery will be determined by the students’ ability to correctly describe a major event or challenge and the correlating response of the character. For my above level students, mastery will be determined by the students’ ability to give the overall challenge and response of the character using a rich vocabulary. My on-level students are capable of recognizing the major event/ challenges and will need to correctly describe how the character responded. | |
| Instruction | |
| Set/Motivator: *How to engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*  I will inform students we will experience an exciting read-aloud that has been pre-recorded. We will review our prior learning and today’s learning goal through a grand conversation. Students will demonstrate understanding of the lesson objective through the use of a review of our prior learning during or character study of Lilly from Kevin Henkes books. Students will individually respond to the prompts by writing their responses on their paddleboards. This will allow me to monitor student understanding individually during a whole group activity. I will provide feedback accordingly.  Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*  I will remind students that using key ideas of a character’s actions, thoughts, and feelings help us to understand major events/ challenges and how characters respond. I will inform students that they will use the Major Events or Challenges/ How the Main Character Responds note sheet to take notes during the read-aloud. I will remind students to only write short statements to help them recall information from the story. (Do not write complete sentences.)  I will begin the pre-recorded read aloud of *“Thidwick the Big – Hearted Moose”* (I have recorded myself reading the story, using different voices, on garage band.)  During the read aloud, I will pause the recording to ask students questions and prompt their thinking and enhance learning. I will use the “I Do” and “We Do” strategies to guide learning and allow students to pair up with their Wise Owl Partner. Ms. Gainer will be working with a small group at the back table to help monitor learning of my struggling readers, IEPs, and ELL student. I will introduce myself as a news reporter wanting to interview the students. This will also allow for these students to practice taking notes to help during assessment.  After the story has been played all the way through, I will share an interesting fact with students: Did you notice that the story mentioned Thidwick to have antlers and horns? Is there a difference? YES! The difference between antlers and horns are animals with antlers shed them and grow new ones each year. Animals with horns have the same pair for life and do not grow new ones. Even though the story mostly mentioned Thidwick to have horns, did he actually have antlers? How do you know?  I will then tell students to use their notes to complete the Problem/ Solution graphic organizer. I will inform students that they will need to cut out the boxes after they complete their responses, because we will be stapling them into our Dr. Seuss lap books.  Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*  How does knowing a character’s personality help us to better understand how they respond to major events and challenges?  Even though the story mostly mentioned Thidwick to have horns, did he actually have antlers? How do you know?  What major events/challenges happened in the story?  How did the character respond?  Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*  We will review our learning goal: I can describe how characters respond to major events and challenges. I will tell students they will need to complete the Problem/ Solution graphic organizer, individually, as their exit ticket to snack. Students will need to indicate a problem and solution using evidence from the text to describe how the main character responded to the major event/ challenge. We will cut out the boxes and staple them into our Dr. Seuss lap book we have been creating this week.  Material/Resources: *What do you need for this lesson?*  *“Thidwick the Big – Hearted Moose”* By: Dr. Seuss  Pre-Recording of the Story  Promethean Active Whiteboard  Problem/ Solution graphic organizer  Major Events or Challenges/ How the Main Character Responds note sheet | |
| Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*  I will pull the five students who consistently require additional support and assistance. Modifications will be made to assessments to meet the needs of IEPs, 504 plans, and struggling readers. I will scaffold these individuals, to support their learning, with additional teacher support and monitoring of learning. I will also need to adapt instruction to meet the needs of students who will be pulled out of the classroom during the lesson, i.e. read the story to those who left during the read aloud, allow additional time to complete assessments. If the class as a whole proves to be struggling with the goals, then further instruction will be performed in a whole group discussion. If only select students show need for further instruction, then small group intervention will be provided.  I will need to accommodate for the various learners that make up this class during the summative assessment. Though my initial intention is for students to use the story (as a whole) to describe the overall challenge and character’s response, I understand that not all students will be able to accomplish this goal. For my lower level students, mastery will be determined by the students’ ability to correctly describe a major event or challenge and the correlating response of the character. For my above level students, mastery will be determined by the students’ ability to give the overall challenge and response of the character using a rich vocabulary. My on-level students are capable of recognizing the major event/ challenges and will need to correctly describe how the character responded.  Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*  There are a few interruptions during this block. One student will leave the classroom at the beginning of the lesson to go to the Resource teacher; he will return 30 minutes into the lesson. This child also has a behavior chart to manage his behavior; currently he is taking a new prescription for his ADHD. When he returns, two other students will leave the classroom; one will go to ELL and the other to the Resource teacher. Depending on the speech teacher’s schedule, one or two children may be called out during the lesson. | |
| Reflections/Future Modifications: *To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?* | |

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Student Teacher Signature/Date Supervisor/Date