Tennessee Tech University  
Lesson Plan Template

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| Name: Tosha Cook | Date: 2/12/13 |
| Lesson Title: | 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).  RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | *What question(s), big idea(s), and/or goals drive your instruction?*   * Why did the author write this text? * What is the main purpose of the text? * Does the author want to persuade, inform, or entertain the reader? * Does the author want to answer, explain, or describe? | 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 identify the main purpose of a text, including what the author wants to answer, explain, or describe. | |
| Vocabulary/ Academic Language (Language Function) | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*?  I will provide opportunities for students to practice content vocabulary (Persuade – Tries to get the reader to think or act in a certain way; Inform – Provides the reader with facts and information about a particular topic; Entertain – Written for the enjoyment and pleasure of the reader) by reviewing the P.I.E. flipbooks we made the day before.  Content Language: Main Purpose – The most important reason the author wrote the text; Answer – A reply; an action in response; the solution to a problem; Describe – To tell or write about; create a picture in words; Explain – To make clear in speech or writing; show in detail; to give reasons for; to show the meaning of  Framed – To falsely place blame or charge a crime against an innocent person  Impolite – Not polite; rude | |
| 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 two short online activities where they will be given a passage and decide whether the author is trying to entertain, inform, or persuade the reader. Students will individually respond to the prompts by writing a P for persuades, an I for informs, and an E for entertains on their paddleboards. This will allow me to monitor student understanding individually during a whole group activity. I will provide feedback when we verify the author’s purpose.  Together, we will begin answering the questions about *“The True Story of the Three Little Pigs.”* I will monitor student responses of what the wolf is trying to persuade the reader to do. Together, we will give one piece of evidence of what the wolf wrote to try and convince the reader. Students will answer the remaining questions about *“The True Story of the Three Little Pigs”* with their Wise Owl Partner.  Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*  I will collect the Main Purpose of a Text graphic organizer as evidence of student learning and mastery of the learning objective. Individually, students will state the main purpose of the text, “*The True Story of the Three Little Pigs.”* They will also need to identify if the author was trying to answer, explain, or describe using evidence from the text to support their answer. | |
| Instruction | |
| Set/Motivator: *How to engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics.*  We will review yesterday’s learning and today’s learning goal. We will use the Promethean interactive white board to review and practice Author’s Purpose (the reason the author wrote the text). Students will demonstrate understanding of the lesson objective through the use of two short online activities where they will be given a passage and decide whether the author is trying to entertain, inform, or persuade the reader. Students will individually respond to the prompts by writing a P for persuades, an I for informs, and an E for entertains on their paddleboards. This will allow me to monitor student understanding individually during a whole group activity. I will provide feedback when we verify the author’s purpose.  Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*  I will remind students that some authors write to persuade the reader to think and/or feel a certain way. The author can also try to persuade the reader to do and/or buy something. I will provide students with a second look at the characteristics (gives facts and opinions, may include information from an “expert,” tells how the author feels about the subject, tries to convince the reader of something) that show an author’s purpose is to persuade the reader.  I will begin to read aloud *“The True Story of the 3 Little Pigs!”* (I will read the story as if I were A. Wolf.)  After the read aloud, I will ask students to pair up with their Wise Owl Partner, except for a small group I will be working with at the back table. I will introduce myself as a news reporter wanting to interview the students. I will tell students I have a very important news article to write and I need their help! I need to get the inside scoop on A. Wolf’s story: What is A. Wolf trying to persuade you to do? What did he write to try and convince you? What was his best argument? Was he able to persuade you? Would you believe him? Why or why not?  Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*   * What do you notice about the front cover? * Why did the author write this text? * What is the main purpose of the text? * What does the author want to explain? * Does the author want to persuade, inform, or entertain the reader? * Did the author try to convince me? * Did the author try to change my opinion?     Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*  We will review our learning goal: I can identify the main purpose of a text, including what the author wants to answer, explain, or describe. I will tell students they will need to complete the Main Purpose of a Text graphic organizer, individually, as their exit ticket to snack. Students will need to indicate the main purpose of today’s story. They will use evidence from the text to determine if the author is trying to **answer**, **explain**, or **describe**.  Material/Resources: *What do you need for this lesson?*   * *“The True Story of the 3 Little Pigs!”* By A. Wolf As told to Jon Scieszka * <http://www.studyzone.org/testprep/ela4/a/authorspurposel.cfm> * <http://www.studyzone.org/testprep/ela4/h/authorpur1.cfm> * The True Story of the Three Little Pigs interview questions * Main Purpose of a Text graphic organizer | |
| 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 pre-typed evidence from the text they can cut and paste. I will be prepared with a cut and paste cause and effect activity to focus student learning back to the learning objective, if needed. 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 provide my higher learners with an enrichment task where they will pretend they are a news reporter interviewing the wolf at the end of the story. They will generate questions they would ask him using Who, What, When, Where, Why, and How.  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