The central focus for the content I will teach in this learning segment is character. The purpose of this central focus is for students to successfully describe how characters in a story respond to major events and challenges. Students will describe how Lilly, the main character of the children’s literature used in this segment, responds to the major events and challenges in each story. Determining the character’s personality through the use a character’s actions, thoughts, and feelings will result in deepening student understanding of how characters respond to major events and challenges.

The standards and learning objectives within my learning segment address the essential literacy strategies of interpreting a character’s feelings and using evidence to predict a character’s actions based on their personality. Requisite skills addressed by the central focus include analyzing (evaluate and select the appropriate information) as well as organizing and synthesizing information. Making predictions of a character’s actions will allow students to analyze. Students will synthesize information as a result of participating in teacher-led discussion to categorize information (actions, thoughts, and feelings) and categorizing information into list format, both written and graphic. Students will also build their vocabulary, as I will make new words meaningful and relevant throughout this segment. Writing predictions and using evidence to describe a character’s personality gives students opportunity for reading and writing connections.

My plans build on each other to help students make connections between skills and the essential strategy to comprehend text in meaningful ways. Lesson 1 allows students to describe a character’s personality based on his/her actions, thoughts, and feelings. Students will compose a recipe for Lilly’s personality based on her actions, thoughts, and feelings to better understand the main character. Students will build on this skill while focusing on predicting Lilly’s actions based on her personality during Lesson 2. Students will continue to strengthen these skills by accurately describing another character’s personality (of their choosing) through the use of descriptive language, during Lesson 3.

Students know how to determine key details through the use of questions; asking who, what, when, where, why, and how. This should help students describe the characters and events in a story. They are also familiar with acknowledging obvious differences in the points of view of characters. Students’ ability in stating opinions have become stronger, but they have difficulty providing reasons and examples to support their opinions. They are learning to find and use evidence within a text to support their writing. My students’ everyday experiences include a predictable learning environment that follows a solid daily schedule. I have two students that are being raised by grandparents. There is one child who comes from a split home. The rest of the class comes from homes that include both mom and dad. These students live in an upscale community and have similar economical backgrounds. One of the advanced students is Korean and does not speak English at home. The majority of this group of students are involved in at least one extracurricular activity outside of school. They are generally eager to participate in learning and thoroughly enjoy sharing their personal stories.

Students will be motivated through whole group read alouds, creating a personality recipe, and self-choice.

They will understand a person’s personality is based on their actions, thoughts, and feeling.

Questioning is an essential literacy strategy that students will use when deciding if a word on an index card is a noun and what category (person, place, or thing) it falls under. Example, the word comb can be a noun or a verb depending on the context. Listening and participating are requisite skills needed from students to grasp the central focus of this lesson. Reading and writing connections will be made through discussion of word cards that can be used as a noun and a verb depending on the context. Common Core Standards state that use of knowledge of language and its conventions when writing speaking, reading, or listening is a goal for second grade students.

My plans build on each other to help students make connections between skills and the essential strategy to comprehend by first reviewing what a noun is. Next, they will use the definition of a noun to categorize word cards as a person, place, or thing. Then, they will use questioning to decide what words fit and which do not. Finally, they will need to write three additional nouns for each category in their flipbook. They will see nouns are important, yet realize that nouns are boring because they do not have actions.

Students have been introduced to nouns in previous grades. The day before this lesson is taught, students will talk to their “elbow buddy” and discuss what they think a noun is and give an example. Their example will be recorded in their Brain-Book and collected for the teacher to assess student knowledge on the topic. This lesson is designed to further student understanding. The students will be informed that we will be taking a “field trip” to Noun Town where they will be putting nouns back where they belong, or categorizing. Students becoming aware that nouns are everywhere and that most of their environment is made up of nouns will make a real-word connection.

Personal and/or cultural assets may alter a student’s understanding of a word and its meaning. However, for the most part, students are familiar with a common community to share understanding. Students’ everyday experiences vary depending on social economic background, home life, and afterschool activities. One female student is ELL and her mother does not speak English. Though her conversation skills may lead you to think she has a good grasp on the English language, there is a huge comprehension barrier that presents learning problems. Another female student only speaks Korean at home, but is one of the highest excelling students in the classroom. Most children live at home with their birth parents, but two live with grandparents. Many of the children are involved in extracurricular afterschool activities to provide additional social experiences, such as sports.

I had to consider students’ prior academic learning as well as their personal/cultural/community assets to ensure learning tasks and materials were obtainable for all students without boring the higher leveled learners. Using the pre-assessment, I will assess the students who demonstrated no knowledge on the topic and direct specific questions to them during instruction. After the lesson has been completed, students who continue to struggle with the concept will be pulled into a small group for re-teaching. For those students needing enrichment, they will be asked to write one sentence with each noun written in their flipbook. This will show if they can use these words correctly within a sentence.

My instructional strategies are aligned to engage students while allowing them to work at their own pace individually and seek additional assistance when needed. This activity easily allows modifications for students with IEPs, English Language Learners, gifted students, and struggling students. Assessment will be used to determine student understanding on the topic and allow me to decide if it is appropriate to move on to the next lesson and further discuss Proper Nouns or if further instruction on the topic is necessary.

I chose to teach in this manor due to the fact that it covers the learning modalities across the spectrum. This activity is appropriate for linguistic/ language learners by allowing them to listen, read and discuss with other students in the class as well the class as a whole. Logical/mathematical learners will relate well to this lesson because it allows them to classify and organize the words during the activity. This activity is great for spatial learners as well as bodily kinesthetic learners due to the fact that it allows them to work with a diagram as well as allowing them to move about the room and interact in an active way. Bodily/ kinesthetic learners will also relate well to the role-playing aspect of this lesson. Interpersonal students as well as intrapersonal learners will relate well to this activity, due to the fact that it allows the students to work independently as well as in groups.

Common misconceptions within my literacy central focus deal with nouns that do not change between plural and singular, when the spelling of a noun completely changes from singular to plural, and recognizing a proper noun. Through observation and assessment, I will decide what additional assistance will be best to further understanding, i.e. direct explanation, read-aloud, additional activities.

The language function essential for students to learn the literacy strategy within my central focus of this lesson is to categorize. Students will continue to categorize nouns as people, places, or things from the beginning to the end of the learning opportunity. Students will finish by making a flipbook with 3 flaps. These flaps will be categorized and labeled people, places, and things. Students will give 3 examples of each category of nouns. Posters and the students’ Brain Books will also encourage the primary language function of categorizing and strengthen learning.

The beginning segment will allow students to identify a noun and will require them to justify why it is a noun and how they have come to this conclusion. Such questions will be asked: Is \_\_\_\_ a noun? Why is \_\_\_\_\_\_ a noun? How do you know this? The middle segment asks students to identify nouns as well as classify them as a person, place, or thing. Students will be asked to justify their responses and tell why they think it is correct. Such questions will be asked: Can you hold \_\_\_\_\_\_ in your hand? Can you touch it? Is \_\_\_\_ a person? Is \_\_\_\_\_\_ a place? Is \_\_\_\_\_\_ a thing? Why or why not? How do you know this? The ending segment allows students to identify nouns and/or proper nouns and classify them as a person place or thing. Such questions will be asked: What nouns do you see around where you live? Does this belong in Noun Town? Is it a proper noun? Why or why not? How do you know?

Assessment will be used to determine student understanding on the topic and allow the teacher to decide if it is appropriate to move on to the next lesson and further discuss Proper Nouns or if further instruction on the topic is necessary. Assessments used in this lesson require students to organize, interpret, make generalizations, use life experiences, analyze, and produce arguments. Students will be given feedback during the lesson as to whether or not the words are in the correct place and will be asked to give a justification as to why or how they know this is correct. Students will also be given written academic feedback on their flipbooks as to whether or not the words they have chosen are correctly identified as nouns.

All students are required to fully participate in all aspects of the lesson, but modifications will be implemented to accommodate IEPs and 504 Plans where needed. I will monitor student understanding by listening to their response during pre-assessment and see what their prior knowledge is on what they think a noun might be. Student response will also be monitored during our visit to Noun Town. After they place all the nouns where they belong around Noun Town, we will visit each place and discuss if that word is a noun and if it has been placed in the correct place. This will show whether or not the words are in the correct category as well as giving us an opportunity to discuss the words as well as the concept. Informal assessments will be used throughout the lesson by observing student actions and conversations that will lead to whole group discussion. When reviewing the “People” poster, “Places” poster, “Things” poster, if needed, I will prompt students through questioning and the think-aloud approach when cards have been placed on the incorrect poster. Formal assessment will take place at the end of the lesson through the use of their individual flipbook that will be placed in their Brain Book. Mastery will be defined by the students’ ability to identify 9 nouns (3 people, 3 places, and 3 things) and organize them in the appropriate area of their flipbook. Gifted students will have the opportunity to produce additional nouns in each category of their flipbook. Depending on the need for modification, students may be given additional time to produce their three nouns in each category or simply provide two examples of nouns for each category.