Lesson Plan 1

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| Name: Tosha Cook | Date: 1/22/13 |
| Lesson Title: Personality Traits | 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 Lilly respond to the major events and challenges in the story? * Students will describe a character’s personality based on his/her actions, thoughts, and feelings. | The teacher modeling the strategies used to master the learning goal supports Bandura’s Social Learning Theory. Students will be involved in observational learning and then imitate the same metacognitive skills to become better readers. 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. Bruner’s Constructivist Learning Theory is 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. Students are also engaged in problem solving as they describe how a character in a story responds to major events and challenges. Through the use of combining a character’s actions, thoughts, and feelings to determine a character’s personality, students will have a better understanding of the character. 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 in a story respond to major events and challenges.  I can describe a character’s personality based on his/her actions, thoughts, and feelings. | |
| 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 the literacy strategy within my central focus. Students will be provided with opportunities to practice using the language function of describing throughout the learning segment 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 *Lilly’s Purple Plastic Purse*. They will also be provided the opportunity to chart Lilly’s actions, thoughts, and feelings to describe her personality by writing a recipe. The *Lilly’s Purple Plastic Purse* graphic organizer will be used to describe Lilly’s challenge and how she responded to the major event in the story. 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 recipes, 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 and subtitles 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. They will form a character’s personality recipe by using the phrases they chart in the Actions, Thoughts, and Feelings Table to write sentences.  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.  Build Student Vocabulary: considerate  Contextualize the word as it is used in the story: When Mr. Slinger was teaching, Lilly wanted to show everyone her purple plastic purse, but Mr. Slinger said, “Not now. Let’s be **considerate** of our classmates.’ Lilly had a hard time being **considerate**.”  Explain the meaning (student-friendly definition): Considerate means thinking about the feelings and needs of others. Mr. Slinger told Lilly to be **considerate** because he wanted her to think about the needs of her classmates, rather than look at her purse.  Students repeat the word: Say the word **considerate** with me: **considerate**.  Teacher gives examples of the word in other contexts: It was **considerate** of him to bring his sister warm soup when she was sick. It was **considerate** of her to help the old woman cross the street.  Students provide examples: Can you think of a time when you were **considerate**? Start by saying, “I was **considerate** when… .”  Students repeat the word again: What word are we talking about? **Considerate**  Additional Vocabulary Words: forgive, uncooperative, privacy, jaunty, lurch, creative, disturb, express, furious, uncooperative, volunteer, personality, action, thought, feeling | |
| Assessment/Evaluation | |
| Formative (Informal)*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*  Students will demonstrate their understanding of lesson objectives by writing a recipe for Mr. Slinger’s personality by charting his actions, thoughts, and feelings on the Character Personality Chart, during guided practice. They will explain how his actions, thoughts, and feelings tell about his personality. I will monitor student understanding by asking, “ What did I do in order to describe Mr. Slinger’s personality?” Students should respond that I read the text and paid close attention to Mr. Slinger’s actions, thoughts, and feelings. Then I thought about what type of person Mr. Slinger is based on his actions, thoughts, and feelings. Asking engaging questions while reading *Lilly’s Purple Plastic Purse* will allow students to demonstrate understanding of lesson objectives. Listening to students’ responses will allow me to monitor learning and provide feedback.  Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*  I will collect the *Lilly’s Purple Plastic Purse* graphic organizer completed by students individually. It will determine students’ ability to list the main characters in the story, list two other characters, answer key questions related to the objective: What was Lilly’s problem? How did Lilly feel when she got in trouble? How did Lilly feel after she read the note? What did Lilly do to fix her problem? How did the story end? I will also collect student’s recipes for Lilly’s personality, including their charts of her actions, thoughts, and feelings. Mastery of lesson objectives will be determined by both students’ ability to successfully complete the graphic organizer with correct answers and providing 3 of Lilly’s actions, thoughts, and feelings to accurately describe her personality. In addition to these assessments, student with further learning by giving 3 words to describe Lilly’s personality using evidence to support reasoning. | |
| 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 invite students to join me at the white board, where I will introduce today’s reading goals and story. Students are familiar with the *Library Mouse* series, so I will share that we will be reading about a story that involves a different mouse to ignite engagement. Furthermore, I will share that we will be making a recipe at the end of the lesson.  Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*  **Teacher Modeling: I** will explain that all people have a personality or character traits that make us unique. I will define personality as the character traits that a person has in their life. I will explain that everyone’s personality is different. I will describe my personality as caring, determined, and enthusiastic. I will explain that our actions, feelings, and thoughts help to create our personality. I will mention that characters in stories also have personalities based on their character traits. This makes all characters different from one another and one-of-a-kind. I will explain that one way we can think of a character’s personality is a recipe. The ingredients, or what makes up their personality are their actions, thoughts, and feelings. We can use a character’s actions, thoughts, and feelings to figure out their personality. I will begin to read *Lilly’s Purple Plastic Purse* by Kevin Henkes stopping at page 8. (“When Mr. Slinger had bus duty, Lilly stood in line even though she didn’t ride the bus.”) I will begin to write a recipe for Mr. Slinger’s personality by charting his actions, thoughts, and feelings on the Character Personality Chart. I will explain how Mr. Slinger’s actions, thoughts, and feelings tell me about his personality. I will ask, “What did I do in order to describe Mr. Slinger’s personality?” Students should respond that I read the text and paid close attention to Mr. Slinger’s actions, thoughts, and feelings. Then I thought about what type of person Mr. Slinger is based on his actions, thoughts, and feelings.If students are having a hard time distinguishing between a character’s thoughts and feelings, I will simplify the lesson by replacing character thoughts with a discussion of why a character feels a particular way.  **Guided Practice: We** will finish reading *Lilly’s Purple Plastic Purse.* We will finish writing our recipe for Mr. Slinger’s personality by charting his actions, thoughts, and feelings on the Character Personality Chart. We will explain how his actions, thoughts, and feelings tell about his personality.  **Independent Practice: You** will create a recipe for Lilly’s personality by writing several words about her actions, thoughts, and feelings. You will explain how her actions, thoughts, and feelings reveal her personality on the Character Personality Recipe Card. I may need to scaffold the Independent Practice providing word choices to describe Lilly’s personality.  Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*  What did I do in order to describe Mr. Slinger’s personality?  What are the major events and challenges in the story?  How does Lilly respond to the major events and challenges in the story?  How does knowing a character’s personality help us better understand how they respond to major events and challenges in the story?  Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*  We will close the lesson by reviewing today’s learning goals: I can describe how characters in a story respond to major events and challenges. I can describe a character’s personality based on his/her actions, thoughts, and feelings.  Time will be allowed for students to share their understanding of the learning goals.    Material/Resources: *What do you need for this lesson?*  *Lilly’s Purple Plastic Purse* by Kevin Henkes, Chart Paper, Markers, Character Personality Chart, Independent Practice, Independent Practice Answers, Recipe Cards | |
| Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*  I may need to scaffold the Independent Practice by providing word choices to describe Lilly’s personality. If students are having a hard time distinguishing between a character’s thoughts and feelings, I will simplify the lesson by replacing character thoughts with a discussion of why a character feels a particular way. 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 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. Additional teacher support will be provided to assist my struggling readers, my ELL student, and those with an IEP. These individuals will not be held responsible for creating a recipe for our character Lilly. 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.  Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*  One student requires a behavior chart to better manage his impulsive behavior.  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?*  Mastery of intended learning was at ninety percent. My next steps instructionally will be to review learning from this lesson and to prompt students in making predictions of today’s character, Lilly, in additional stories she is included. I learned that my students respond well and are engaged in learning of objectives with my animation and true expression of our character. I also learned that the “Talk-It-Out” approach is very useful for me to truly assess the students at their current cognitive learning level. The students are still finding difficulty in writing their knowledge they are easily able to provide verbally. I have learned that my theatrical talents are very useful for students to grasp a true and visual understanding of characters. | |

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Student Teacher Signature/Date Supervisor/Date

Lesson Plan 2

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| Name: Tosha Cook | Date: 1/23/13 |
| Lesson Title: Predicting Actions | 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 Lilly respond to the major events and challenges in the story? * Students will predict Lilly’s actions based on her personality. | 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. Students are also engaged in problem solving as they describe how a character in a story responds to major events and challenges. Reviewing our character’s personality 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 in a story respond to major events and challenges.  I can predict a character’s actions based on his/her personality. | |
| 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 the literacy strategy within my central focus. Students will be provided with opportunities to practice using the language function, Describe, through a grand conversation about the stories *Julius, the Baby of the World* and *Lilly’s Big Day*. Students will be provided with a Thought Bubble to predict Lilly’s actions based on her personality. They will defend their prediction by describing a trait or characteristic that makes up Lilly’s personality. They will use the Character Response clipboard to describe Lilly’s major event/challenge and how she responds in either story, *Lilly’s Big Day* or *Julius, the Baby of the World.* 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 recipes, 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 and subtitles 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. They will form a character’s personality recipe by using the phrases they chart in the Actions, Thoughts, and Feelings Table to write sentences.  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.  Build Student Vocabulary: exhausted  Contextualize the word as it is used in the story: Lilly’s family stayed at the reception until Lilly was perfectly **exhausted**.”  Explain the meaning (student-friendly definition): Exhausted means very tired. Someone is **exhausted** when they have no more energy left.  Students repeat the word: Say the word **exhausted** with me: **exhausted**.  Teacher gives examples of the word in other contexts: After running around the field, I was too **exhausted** to go back to class right away. I stayed up all night studying for the test, so I am **exhausted**. I was happy to get into bed that night, because I was **exhausted** from a fun day at the water park.  Students provide examples: Think of something that makes you feel **exhausted**. Start by saying: “I feel **exhausted** when I .”  Students repeat the word again: What word are we talking about? **Exhausted**  Additional Vocabulary Words: property, niece, stage fright | |
| Assessment/Evaluation | |
| Formative (Informal)*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*  I will ask, “How did I predict what Lilly would do when Julius was born?” I will monitor student responses and give feedback accordingly.Students will demonstrate understanding of the lesson objective, “I can predict a character’s actions based on his/her personality,” by making another prediction about Lilly’s actions based on her personality. We will chart evidence of Lilly’s actions that support her personality on the Predictions about a Character’s Actions Chart. We will review our predictions and evidence of her actions to see if they match her personality traits. I will monitor students’ understanding, of both learning objects, with the use of questioning. I will give feedback accordingly.  Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*  I will collect the *Thought Bubble*, where students will predict what they think Lilly will do or say and support their predictions based on her personality, for learning goal “I can predict a character’s actions based on his/her personality.” Mastery will be determined by students’ predictions: Did the student make an accurate prediction based on the character’s personality? Did the student provide valid evidence to support their prediction?  I will collect the *Character Response* clipboard, for learning goal “I can predict a character’s actions based on his/her personality.” Mastery will be determined on accuracy to identify a character, major event/challenge, and how the character responded to the major event/challenge from the book, of their choice, used in today’s lesson. | |
| 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 invite students to join me at the white board, where I will introduce today’s reading goals. I will inform students that we will be reading two stories with characters from yesterday’s story and we will introduce new characters.  Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*  **Teacher modeling: I** will explain that a person’s personality usually stays the same over time. If I describe myself as kind, excited, and creative, I will usually act like that every day. I will explain that the same is true for characters and that once we know their personality; we can use it to predict how they may act in the future. I will post the Character Personality Chart about Lilly and review her personality traits. (See Direct Teaching and Guided Practice Example Chart 1 in Teacher and Student Materials below.) I will use her personality traits to make a prediction about what Lilly might do in Julius, the Baby of the World by Kevin Henkes. I will record my prediction on the Predictions about a Character’s Actions Chart. I will begin reading Julius, the Baby of the World, charting evidence of Lilly’s actions that support her personality on the Predictions about a Character’s Actions Chart, stopping at the page that ends, “’I am the queen,’ said Lilly. ‘And I hate Julius.” I will ask, “How did I predict what Lilly would do when Julius was born?” Students should respond that I first identified Lilly's personality and thought about what she would do next in the story based the type of person she is or her personality.  **Guided Practice: We** will make another prediction about Lilly’s actions based on her personality, and record our prediction on the Predictions about a Character’s Action Chart. (See Direct Teaching and Guided Practice Example Chart 2 below.) We will finish reading Julius, the Baby of the World and charting evidence of Lilly’s actions that support her personality on the Predictions about a Character’s Actions Chart. We will review our predictions and evidence of her actions to see if they match her personality traits.  **Independent Practice: You** will listen to the story Lilly’s Big Day by Kevin Henkes. (Stop reading after page 21.) You will make a prediction about Lilly’s actions based on her personality. You will listen to the rest of Lilly’s Big Day to check your prediction. After students predict Lilly’s actions in the Independent Practice, we will finish reading the story to confirm or disprove student predictions.  Stop on the page of Lilly's Big Day when Ginger freezes. I will explain to the class that Ginger has "stage fright." Stage fright is when someone is afraid to speak or perform in public, in front of an audience. Ginger has stage fright because she is afraid to walk down the aisle in front of the wedding audience. I will connect the concept of stage fright to character work on personality by asking students what personality traits someone might have if they frequently get stage fright. Do you think that Lilly is the type of person to get stage fright?  Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*  How did I predict what Lilly would do when Julius was born?  Do you think that Lilly is the type of person to get stage fright?  How did knowing a character’s personality help us to better predict how they will respond to major events and challenges in the story?  Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*  We will close the lesson by reviewing today’s learning goals: I can describe how characters in a story respond to major events and challenges. I can predict a character’s actions based on his/her personality.  Material/Resources: *What do you need for this lesson?*  Character Personality Chart (from lesson 1), Predictions About a Character’s Action Chart, Independent Practice Worksheet, *Julius, the Baby of the World* by Kevin Henkes, *Lilly’s Big Day* by Kevin Henkes, Chart Paper, Markers | |
| Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*  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 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 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. Additional teacher support will be provided to assist my struggling readers, my ELL student, and those with an IEP.  Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*  One student requires a behavior chart to better manage his impulsive behavior.  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?*  Mastery of intended learning was at eighty-five percent. My next steps instructionally will be to review learning from this lesson and to provide additional opportunities for students to make predictions and use evidence based on what they know about the character. I learned that my students respond well and are engaged in learning of objectives with my animation and true expression of our character. I also learned that the “Talk-It-Out” approach is very useful for me to truly assess the students at their current cognitive learning level. Students are also still having difficulty with providing evidence from the text to support their answers. The students are still finding difficulty in writing their knowledge they are easily able to provide verbally. I have learned that my theatrical talents are very useful for students to grasp a true and visual understanding of characters. I have also learned I easily adjust instruction to meet the needs of all learners in the class. | |

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Student Teacher Signature/Date Supervisor/Date

Lesson Plan 3

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| --- | --- |
| Name: Tosha Cook | Date: 1/24/13 |
| Lesson Title: Describing Characters with Rich Language | 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 Lilly respond to the major events and challenges in the story? * Students will use descriptive language to describe a character’s personality. | 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. 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. Students are also engaged in problem solving as they describe how a character in a story responds to major events and challenges. Reviewing our character’s personality through the use of questioning will provoke student thinking. Students will use descriptive language to build vocabulary and express their knowledge of our character’s personality. 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 in a story respond to major events and challenges.  I can use descriptive language to describe a character’s personality. | |
| 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 the literacy strategy within my central focus. Students will be provided with opportunities to practice using the language function, Describe, through a grand conversation about the stories while rereading *Lilly’s Big Day* and *Julius, the Baby of the World*. Students will chose a different character (neither Lilly or Mr. Slinger) from *Lilly’s Big Day* or *Julius, the Baby of the World* and describe that particular character’s personality. 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 recipes, 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 and subtitles 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. They will form a character’s personality recipe by using the phrases they chart in the Actions, Thoughts, and Feelings Table to write sentences.  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.  Build Student Vocabulary: insulting  Contextualize the word as it is used in the story: After Julius was born, Lilly “yelled **insulting** comments into his crib.”  Explain the meaning (student-friendly definition): Insulting means rude of hurtful. When Lilly yelled **insulting** comments at Julius, it means that she was trying to hurt his feelings.  Teacher gives examples of the word in other contexts: When he arrived late to the party, he insulted the host. My mom taught me to never shout insults at my sisters because it is very hurtful. Your comments on my homework were **insulting**. I tried my hardest.  Students provide examples: Have you ever felt insulted? Start by saying, “I felt insulted when .”  Additional Vocabulary Words: showered, admired, opera | |
| 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 during guided practice were will finish rereading Julius, the Baby of the World and students will share additional words to describe Lilly’s personality. Students will prove these descriptions with evidence from the text. I will ask students to use these words in sentences and explain their meaning. I will monitor their responses and give feedback accordingly. I will also make new words meaningful and relevant to my students. I will have students give examples of times they have been jealous, selfish, thoughtful, or generous.  Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*  Students will choose another character from either Julius, the Baby of the World or Lilly’s Big Day and accurately describe that character’s personality by using descriptive language. Students will do this using the *Character Traits* graphic organizer where they will need to include supporting examples from the story. | |
| 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 invite students to join me at the white board, where I will introduce today’s reading goals and reread Julius, the Baby of the World.  Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*  **Teacher Modeling: I** will reread the first page of Julius, the Baby of the World by Kevin Henkes and describe Lilly’s personality as “nice”. I will then think aloud as I try to find better words to describe Lilly. “Nice” doesn’t give us enough information about Lilly and we use the word “nice” too often. I will identify and define three other words that describe Lilly’s personality based on the information on the first page of the book, (thoughtful, loving, generous). Note: You can use the Example List of Descriptive Words as a reference for Direct Teaching and Guided Practice. I will make new words meaningful and relevant to the students. I will have students give examples of times they have been jealous, selfish, thoughtful, or generous. I will ask, “How did I describe Lilly?” Students should respond that I thought about Lilly's personality and then thought of more interesting words that described Lilly.  **Guided Practice: We** will finish rereading Julius, the Baby of the World and use another word to describe Lilly’s personality—mean. We will think of additional words to describe Lilly’s personality, (jealous, unkind, selfish). We will prove these descriptions with evidence from the text. We will use these words in sentences and explain their meaning.  **Independent Practice: You** will choose another character from either Julius, the Baby of the World or Lilly’s Big Day and accurately describe that character’s personality by using descriptive language.    Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*  How did I describe Lilly?  Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*  We will close the lesson by reviewing today’s learning goals: I can describe how characters in a story respond to major events and challenges. I can use descriptive language to describe a character’s personality.  Material/Resources: *What do you need for this lesson?*  List of Descriptive Words for Direct Teaching and Guided Practice (optional), *Julius, the Baby of the World* by Kevin Henkes, *Lilly’s Big Day* by Kevin Henkes | |
| Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*  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 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 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. Additional teacher support will be provided to assist my struggling readers, my ELL student, and those with an IEP.  Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*  One student requires a behavior chart to better manage his impulsive behavior.  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?*  Mastery of intended learning was at ninety-eight percent, with modifications. My next steps instructionally will be to review learning from this lesson. I will use learning from this segment to access student’s prior knowledge in related learning objectives. I learned that my students respond well and are engaged in learning of objectives with my animation and true expression of characters included in a story. I also learned that the “Talk-It-Out” approach is very useful for me to truly assess the students at their current cognitive learning level. The students find less difficulty in writing their knowledge when given the opportunity of option and choice within the learning goals. I also learned that students are better able to respond to characters in which they are easier able to relate to. I have learned that my theatrical talents are very useful for students to grasp a true and visual understanding of characters. I have also learned I easily adjust instruction to meet the needs of all learners in the class. | |

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Student Teacher Signature/Date Supervisor/Date