

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 2nd Grade</b>		<b>Subject: Language Arts</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> € <b>Direct instruction</b> € Peer teaching/collaboration/ € Guided practice    cooperative learning € Socratic Seminar                      € Visuals/Graphic organizers € Learning Centers                      € PBL € <b>Lecture</b> € <b>Discussion/Debate</b> € Technology integration                      € Modeling € Other (list)		<b>Guided Practices and Concrete Application:</b> € <b>Large group activity</b> € Hands-on € Independent activity                      € Technology integration € <b>Pairing/collaboration</b> € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:	
<b>Standard(s)</b> RF.2.4.Read with sufficient accuracy and fluency to support comprehension.8 Read grade level text with purpose and understanding. a. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RL.2.1 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.		<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b></li> <li>• <b>Auditory:</b></li> <li>• <b>Kinesthetic:</b></li> <li>• <b>Tactile :</b></li> </ul>	
<b>Objective(s)"</b> Students will: <ul style="list-style-type: none"> <li>• Make predictions using clues in pictures and text and what they know.</li> <li>• Make inferences to help them make predictions.</li> <li>• Use academic sentence frames to discuss strategies.</li> </ul>		<b>Bloom's Taxonomy Cognitive Level:</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will be split into their table groups. The students already know these spots and they are used to sitting at their tables for class lessons. This will allow for the students to have the opportunity for turn and talks. This is important for their understanding and memorization of the material in the class. The students also know that when they are in these spots they are expected to pay attention and focus on the front of the classroom. The students in the classroom also thrive and focus better when they are answering questions and participating in the class. The students have a bathroom located in the back of the classroom and can go use that at any time. But if they are needing to leave the classroom, to use the restroom then they need to ask the teacher before they leave. The students know that they are not able to sharpen pencils until the class portion of the lesson is over.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students know how they are supposed to act when they are in the classroom and they are learning a lesson. At the start of the lesson we will have just completed either their listening to reading or small group reading. This will be a good introduction to the lesson and will have already had time in the morning to be introduced to the topic and have a short refresher almost on what we are talking about before we start the lesson. The students know what is expected when the teacher is speaking. The students who are having trouble focusing that day, they will have the rocking chairs so they are able to still on the lesson.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> We will start the lesson by reading the short story that is located in the book. It is a small paragraph but it will help the students better understand inferring and it will allow them the opportunity to use their listening ears. I plan to read the paragraph twice for the students who might need more time to process the paragraph while also allowing the students to always want to answer the questions. Leaving the poster with the story up and located in the front of the room. During this time we will also recall the formula for an inference. Background Knowledge+New Information= Inference		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

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"Lets all recall the other day when we were all sittin in our circle spots at the end of the end and we were looking at a picture with Mrs. Cherney. Does anyone remember what this picture was of? (The picture was of a boy and a girl playing catch, the girl was about to trip on a roller skate or a toy truck, the title is "Watch your step", the inference that you can make from that is tha the little girl might trip)

Explain that we are going to do the same thing with this story, We will first read the story out loud to the class, and then we will read this as a class. This will take away someof the pressure on the students who do not know or understand all the words. They will have a chance to hear the words first. We are going to read the story and then talk about which pet we think the little girl is going to pick based on the information that is given in the story. Asking "Do we think that the dog will be a good pet for the little girl?" "Do we think that the cat will be a good pet for the girl" "Do we think that a turtle will be a good pet for the little girl" We will also talk about the different inferences that we can make based on the information that we get from the story, like why do the dog and the cat make the little girl sneeze but the turtle does not. This will be an opportunity to have the students do a turn and talk before they share their ideas out to the class about the different inffereces that are able to make.

**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

The exploration of the lesson will be combined with the explanation. The students will be able to explore the possibilities of the inference through the different things that they are able to predict in the story. This lesson will not only help the students with their inferring skills but also their predicting skills.

**Review (wrap up and transition to next activity):**

The wrap up will be bringing all of the information together from the different inferences that we can make. The students will have the opportunity to share with the entire class the different inferences that they were making with their partners. Transition to the next activity will be " quietly stand up and go to youtube table spots" (Unless going out to morning Recess)

**Formative Assessment: (linked to objectives, during learning)**

- Progress monitoring throughout lesson (how can you document your student's learning?)

**Summative Assessment (linked back to objectives, END of learning)**

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**



## The Perfect Pet

Polly wanted a pet. Most pets made her sneeze. But Polly was sure she could find the perfect pet.

At the pet store, Polly looked at the fluffy puppies. "They're so cute! I want a... a... achool! Not a puppy," Polly said sadly.

Then she saw the soft, furry kittens. "Oh, I want a... a... achool! No, not a kitten either," she said.

Next, Polly saw a pet with no hair or fur. It had a hard shell with a pretty pattern. "I want a... turtle!" And she did not sneeze.

Which pet do you predict Polly brought home?

Clues

Prediction

