

# Lesson Plan Template

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

<b>Grade: 2nd Grade</b>	<b>Subject: Language Arts</b>
<b>Materials:</b>	<b>Technology Needed: Computers, and reading books</b>
<b>Instructional Strategies:</b> € Direct instruction      € Peer teaching/collaboration/ € Guided practice              cooperative learning € Socratic Seminar              € Visuals/Graphic organizers € Learning Centers              € PBL € Lecture                          € Discussion/Debate € Technology integration      € Modeling € Other (list)	<b>Guided Practices and Concrete Application:</b> € Large group activity              € Hands-on € Independent activity              € Technology integration € Pairing/collaboration              € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:
<b>Standard(s)</b>	<b>Differentiation</b>
<b>Objective(s):</b> The students will be able to identify and infer different things about cities both urban, suburban, and rural. The students will be able to make an inference about the city at the end of the lesson.  <b>Bloom's Taxonomy Cognitive Level: Create</b>	<p><b>Below Proficiency:</b> This activity is extremely inclusive for students that are on all levels of learning. If a student is below proficiency, they are able to work with a classmate and they are able to ask for help. This lesson also does not make them feel like they do know what to do because they are only expected to write what they know.</p> <p><b>Above Proficiency:</b> The students that are performing above proficiency are able to show how much they know by filling out the worksheet to the best of their ability. They are also able to help other classmates who might not be understanding as well as they are in the classroom.</p> <p><b>Approaching/Emerging Proficiency:</b> These students will do just fine working on the worksheet on their own and they will most likely even be able to help the students who do not have a good understanding of what they are working on. These students will be able to demonstrate their ability in the classroom, with the worksheet and the work ethic that they are showing.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>● <b>Visual:</b> The visual learners will be able to see what is going on on the board and they will also have the Diagram to look at.</li> <li>● <b>Auditory:</b> We will talk about the lesson before it takes place and review what we have learned already.</li> <li>● <b>Kinesthetic:</b> The students will be able to move around while they are working and they will be able to work at their own pace, taking a break if they find that they need a break.</li> <li>● <b>Tactile :</b> This type of learner will like the lesson because they are able to see the information, and organize it in a way that will be presentable and will make sense to them.</li> </ul>
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will be sitting at their tables, and they will be allowed to work with the other students that sit at their table. While during the class discussion the students will be able to eat their afternoon snack, which typically keeps them sitting still and engaged in the class. They	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students will be expected to be attentive listeners, respectful of their classmates and they will also be expected to stay in their seat, unless using the restroom located in the back of the classroom or, if

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will be called in groups by the teacher when their table looks ready to put away the computer and get their stuff.n	they are getting up to throw away the remains of their snack. The students are expected to follow all classroom procedures.
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Minutes	Procedures
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>● Handout and make sure that all of the students have the reading book and they are aware of the page that we are supposed to be on.</li> <li>● Have the reading from yesterday bored and so the students are able to look back on that and they are also able to look back in their books for the information from yesterday.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Yesterday and the day before we started talking about the different forms of water transportation. Can anyone remind the class what we learned about and what we talked about?</li> <li>● Water transportation, can anyone tell me about a time that they used or have seen water transportation being used?</li> <li>● Water transportation is used to get a lot of materials like clothes and the gas that we use to fuel our cars to the United States.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>● Just like yesterday and the day before we are going to learn about the different railways or the trains that we can take. Who can tell me what a train is?</li> <li>● Read the information/ Chapter 2 from the book out loud and then read it again as a class.</li> <li>● During the second reading be sure to tell the students to try and focus on the important information, about trains of the past and trains of the present.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● Have the students turn and talk with their tables about what trains looked like and how they were run in the past and the present. This turn and talk will be a good opportunity for the students to understand and re-engage with the lesson.</li> <li>● Bring the class back together and create a Venn Diagram on the bored or large piece of paper. One circle being the Past and one being the Present of trains.</li> <li>● As a class fill out the venn diagram with the different things that they had talked about in their groups.</li> <li>● For example a horse and buggy will be in the past and a subway will be in the future. The students will also be able to go back and look in their books for the differences that were pointed out to them.</li> <li>● This Venn Diagram can become an anchor chart for the students to refer back to.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● Allow one more student to share a time when they were able to travel on a train or a time they saw a train to wrap up the lesson on a fun high note.</li> <li>● Have the students collect all the books into one pile and so we are able to put them away.</li> <li>● Grab their computers and so they are able to get into their listen to reading or their small reading groups.</li> </ul>

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

- **Progress monitoring throughout lesson (how can you document your student’s learning?)**
- The students' learning will be documented through the turn and talk discussions that we are able to listen to and also through the ideas for the Venn Diagram. We will be able to see if they understand the concepts of how things are changing through time and the past and the present though this.

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

The Summative Assessment does not happen in this lesson but it is what happens in the next lesson. This is considered Day 2 of talking about this. On day one it is what I do as in the teacher is doing it, today is what we do and tomorrow is what you do.

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

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