

Solar Lesson Plan Format

Age Level: 2nd grade

Subject(s) Area: Language Arts

Materials Needed: Smart Board, Anchor chart

Standards:

Code and description: 2.RL.6, 2.RL.10, 2.RF.4a, 2.RF.4b, 2.SL.1a, 2.SL.2

Objectives:

What will the students know or be able to do?

- The students will be able to **use** a higher or lower volume to reflect what the author or characters are saying
- The students will **demonstrate** understanding of the text through purposeful inflection and intonation
- The students will **use** effective inflection and intonation to make their reading sound like talking

At what Bloom's Taxonomy Level? Understanding= demonstrate; Applying= use To what accuracy? 80-90% accuracy

Learning Activities:

Technology: Smart Board

Required Vocabulary: inflection: change of pitch in voice; intonation: saying some words higher or lower; volume: saying some words softer and others louder

Opening Element: "Remember when Miss Becker had talked to us about changing our voices to be higher and lower when we were reading yesterday? Today I am going to practice this with you a little more."

Reflective Questions: "When do you make your voice softer?" (when the author is saying something sad or a character is whispering). "When do you make your voice louder?" (when the author is saying something exciting or a character is calling out). (4 minute)

Instructional Methods:

1. "Let's take a look at this anchor chart about inflection and intonation"
 - a. Read parts
 - b. Do examples of hello and practicing our pitch and volume.
 - i. "What does it sound like to say hello with a period at the end?"
 - ii. "What about saying hello with a question mark, like you're answering the phone?"
 - iii. "What if you ask hello in a whisper?"
 - iv. "what would it would like to say hello with an exclamation point?"
 - v. "How about calling out hello in a very excited way?"

2. "Remember reading "Maggie's Story" with Miss Becker yesterday? Today we are going to do a self-assessment after reading "Maggie's Story". I would like you to turn-and-talk and read this story again. One of you will read Mrs. Day's part, and the other will read the students' parts. Make sure you pay attention to the reading to know when you should make your volume higher or lower in your voice. When you're done reading we will do the assessment to see if we understand inflection and intonation." (5 min)
 - a. Monitor students' partner reading and provide responsive feedback
 - i. "Make your voice go down at the period. Listen to how I read this. Can you hear my voice go down at the period?" "What should your voice do when you see a period?"
 - ii. "Make your voice go up at the question mark. Listen to how I read this. Can you hear my voice go up at the question mark?" "What should your voice do when you see a question mark?"
 - iii. "Read it louder. Listen to how my voice gets louder." "Should your voice go up or down at this exclamation point?" "How did you know to read louder?"
 - iv. "Read it softer. Listen to how my voice gets softer." "How did you know to read softer?"
 - v. "Watch for bold print. Emphasize those words"
 3. "When you and your partner finish reading with good inflection and intonation, please switch parts and read."
 4. **"3, 2, 1, talking done"**
 5. "Now we are going to look at the self-assessment"; read questions and do thumbs down/up survey.
 6. "Not only is it important to know how to read with good pitch and volume, but it is also important to understand the purpose of what you are reading. Understanding the purpose helps you use proper volume, and that helps your audience understand and enjoy what you are reading. What are some purposes authors have for writing?"
 - a. to amuse the reader
 - b. persuade the reader (convince them of something)
 - c. inform the reader
 7. "Now think about "Maggie's Story". Why do you think the author wrote this story?" (the script entertains; it also shows how someone can try to solve a problem).
 8. "How does understanding the author's purpose for "Maggie's story" change your volume when you read it aloud?"
 9. Today during small-group reading, focus on understanding the purpose of the script. This will help you read with the right volume.
- Guided Practice Strategies: Day two of this lesson; uses parts of "I do, We do, You do" scaffolding. I begin with the explanation, then we read in partners, then the students reflect on their ability. Could include a "You do" if there is time by having each student complete a self-assessment master checklist.
 - Independent Concrete Practice/Application: Practicing partner reading of the life skills involving inflection and intonation.
 - Classroom management/movement: on the carpet, reading to partners from a place that they can see the Smart Board.
 - Differentiation: Pairing students that do well with students that do not do well.

Wrap-Up: Today during small-group reading, focus on understanding the purpose of the script. This will help you read with the right volume.

Assessment:

Formative: Formative assessment will be completed by observing the students. Potential individual formative assessment will be completed during the thumbs down thumbs up self-assessment.

Summative: None

Reflection:

I think that this lesson went very well. I felt like I had the students engaged during the whole lesson. I think I did a good job transitioning from point to point of my lesson, so it went smoothly. If I would teach this lesson again, I would make the anchor chart less cluttered and possibly add in pictures to help show visual learners what the information means. I would also think about how I would pair my students; they were on the carpet doing a turn-and-talk, however there were a couple groups of three's so it was hard for them to trade parts efficiently. I would also consider having more group answers being chanted together so that all students get to use their voice and participate. A few students got up to get a tissue during my lesson, but they came back immediately after they blew their nose. I think that if it happens more as a distraction then I will implement a procedure about blowing one's nose during a carpet lesson.

Age Level: 2nd grade

Subject(s) Area: Language Arts

Materials Needed: Smart Board, John Henry books

Standards:

Code and description: 2.RL.6, 2.RL.10, 2.RF.4a, 2.RF.4b, 2.RF.4c, 2.SL.1a, 2.SL.1b, 2.SL.1c, 2.SL.2, 2.SL.4

Objectives:

What will the students know or be able to do?

- The students will **use** a higher or lower volume to reflect what the author or characters are saying
- The students will **demonstrate** understanding of the text through purposeful inflection and intonation
- The students will **use** effective inflection and intonation to make their reading sound like talking
- The students will **use** metacognitive strategies to help them **analyze** the author's purpose
- The students will **build** oral language and vocabulary through whole-group and partner discussion

At what Bloom's Taxonomy Level? Understanding= demonstrate; Applying= use, build; Analyzing= analyze

To what accuracy? 85-95% accuracy.

Learning Activities:

Technology: Smart Board

Required Vocabulary: purpose: reason for something

Opening Element: "Yesterday you practiced using volume as you read a story. Now I want you to apply what you learned to the script we will perform this week. Listen as I read these two pages to you." Read pages 2-3 of the script.

Reflective Questions: "How did my reading affect you as listeners?"

Instructional Methods:

1. "Now I would like you to turn-and talk and read these pages together. I want you to alternate parts, so I read one line then my partner reads the next. Make sure you assess yourself as you read to make sure you are using inflection and intonation."
2. **"3, 2, 1, talking done"**
 - a. "Now I am going to hand each group a book. I want you to page through it and practice your parts. Make sure you make your voice higher and lower at the appropriate times. Remember, we want our reading to sound like we are talking!"
3. **"3, 2, 1 talking done"**

4. "Yesterday we discussed why the author of "Maggie's Story" wrote that story. Let's think about why the author of John Henry wrote about these characters and events. Understanding the author's purpose will help you interpret the script more effectively." (to inform us about the railroad workers in the 1870s)"
 - a. "So, what strategies can we use to help ourselves understand the author's purpose?" (Let them respond)
 - b. "I think one good way to try to figure out the author's purpose is to look at the pictures; the pictures give us clues about what is important."
 - c. "Another way to figure out the author's purpose is to go back and reread... Looking for clues like repetition of ideas or emphasis on certain thoughts."
 - d. "For example, look at the information repeated by Narrator 1 on page 3. (he emphasizes that John Henry was born with a hammer in his hand). What clue does the picture show?"
 - e. "These pictures and information makes me think the author's purpose is in general to talk about railroad workers in the 1870s. Thumbs up or down if you agree/disagree."
 5. "As you practice the script today, think about what the author wants you to experience by reading it. Use what you have learned about fluent reading to help you express her purpose."
- Guided Practice Strategies: Uses the "I do, We do, You do" levels of scaffolding. I read the two pages to them, then they work in pairs to read it to each other. The "you do" portion takes place when each student practices the script later in the day.
 - Independent Concrete Practice/Application: working in pairs first helps with their accuracy with intonation and inflection. Then they will get independent practice by rehearsing their lines individually.
 - Classroom management/movement: Students will be seated on carpet
 - Differentiation: pairing turn and talk partners as low level students with high level students.

Wrap-Up: "As you practice the script today, think about what the author wants you to experience by reading it. Use what you have learned about fluent reading to help you express her purpose."

Assessment:

Formative: Formative assessment will be conducted during observation of paired reading. Sticky notes will be reviewed as another form of formative assessment

Summative: None. I would consider having them read a different short story and identify the author's purpose.

Reflection:

I had another great day today in the classroom. The students enjoyed this lesson on inflection and intonation because we read out of the script they will be performing on Friday. I think it would have gone a little better if I had better classroom management skills or knew more strategies. However, I know that the students understood what I was teaching them because they were doing as instructed and gave me a thumb up during the self-assessment. This reassures me because I want them to be learning, but I feel as though I need to work on keeping things more controlled. It was not very disruptive or anything, but I feel it would've been smoother if I would've controlled the class more.

Age Level: 2nd grade

Subject(s) Area: Language Arts

Materials Needed: Smart Board

SStandards:

Code and description: 2.SL.1a, 2.SL.1b, 2.SL.2, 2.SL.6, 2.L.4, 2.L.5b, 2.L.6

Objectives:

What will the students know or be able to do?

- The students will **extend** Tier Two Vocabulary by **analyzing** strong verbs
- The students will partner-read to **build** fluency
- The students will **build** oral language and vocabulary through whole-group and partner discussion

At what Bloom's Taxonomy Level? Understanding= extend; Apply= build; Analyzing= analyzing;

To what accuracy? 90% accuracy

Learning Activities:

Technology: Smart Board

Required Vocabulary: Strong verbs: descriptive verbs that help readers visualize the action

Opening Element: "For our Language Arts lesson today, we are going to learn about strong verbs. Strong verbs are descriptive verbs that help readers visualize the action. Let's watch this video to learn a little more." Play YouTube Video <https://www.youtube.com/watch?v=BYHroqQ6pnU>

Reflective Questions: "What do strong verbs do to a sentence?" give sentence more meaning; makes it more interesting; easier to visualize

Instructional Methods:

1. "We are going to fill out a graphic organizer for the verbs **walk**, **said** and **hit**. I want you to all look at the word you got and think if it is a strong verb for walk, said, or hit. We will begin with walk."
 - a. "What are some strong verbs that we can substitute for the verb **walk**?" "Who thinks their verb is a strong verb for walk?".... "If you are having trouble determining if your word is a strong verb for **walk** look at the color. The strong verbs for walk are **blue**."
2. Prompting questions can include "if you are racing to school, how are you walking?" (race), "what strong verb might describe someone who walks like a duck?" (waddle), "what would you visualize if you read that a boy trots back to home plate?"(trot), "Who can show me how you march?"(march) .., (gallop, prance, rush,)
3. Record strong verbs on graphic organizer on smart board; **discuss what students visualize and use the word in a sentence.**

4. "Before we fill out the graphic organizer for **said** and **hit**, I want you to read pages 6-7 with your turn-and-talk partner. Find three strong verbs that the author uses instead of the verb **hit**."
 - a. "**3, 2, 1, talking done.**"
 - b. "what 3 strong verbs did you find for **hit**?"
 - i. "what do you visualize when you think of John Henry driving stakes, banging steel, and striking steel?" "does anyone have these words?"
 - ii. "Does anyone have any other strong verbs for **hit**?" "if you are having trouble deciding if your word is a strong verb for hit, look at the color. The color for hit is Purple (smack, bash, pound)"
 5. "Now we will write the strong verbs that take the place of **said**. **Said** is used in a lot of author's writings, so I want you to practice strong verbs that could take its place. The color of the **said** verbs are **black**."
 6. "Some words in our script are strong verbs. Thinking about strong verbs will help you visualize the what characters are doing. This will affect how you read."
- Guided Practice Strategies: Uses levels of scaffolding, mainly we do, you do. The students work in partners to read and then determine on their own if their word is a strong verb for said, hit, or walk.
 - Independent Concrete Practice/Application: when students write the word on the board I will have them use it in a sentence or act it out to me
 - Classroom management/movement: they move from carpet to active board to write their answer
 - Differentiation: The high flyers will determine which verb their strong verb relates to, and the lower flyers (if need extra help) can look at the color on their word to determine what group it is in.

Wrap-Up: "Think about how the strong verbs affect the way you read while practicing your roles in this reader's theater."

Assessment:

Formative: Formative assessment will be based on the student's participation in class, as well as through the graphic organizer that they had completed as a class

Summative: None. I would consider having them fill out a graphic organizer of a verb and determining the verb's strong verbs.

Reflection:

I taught my final mini Language Arts lesson to the students. I think it would've gone smoother if I would have invited less students to write their verb on the board. I also am looking forward to learning more information in my classroom management class this semester because I do not know very much about strategies to use to get the student's attention when they are talking. I used the chant, "3,2,1 talking done" which is the one their teacher uses quite often. However, I think that it was less effective for me because I am the new teacher in the classroom so they are testing me to see what they can get away with. Part of me wonders if teaching a lesson to them while they are seated in their desks would help get rid of the side conversations during a lesson.

Race	Waddle	Trot
March	Tip-toe	Rush
Whispered	Roared	Exclaimed
Begged	Ordered	Warned
Banging	Driving	Striking
Smacking	Bashing	Pounding
Gallop	Prance	Snapped
Babbled		