

Lesson Plan Template

Date: 1/27/2020

Grade: 2nd	Subject: English Language Arts
Materials: Big Book: <i>An Oak Tree Has a Life Cycle</i>	Technology Needed: none
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Universal Design for Learning Below Proficiency: Students who are below proficiency will have difficulty engaging in the discussions about a life cycle and vocabulary words. To help these students reach proficiency, I will have them listen in and discuss with students who are actively participating. Above Proficiency: Students who are above proficiency will have a deeper understanding of a life cycle and the parts of a plant. In order to challenge these students, I will prompt them to go more in depth with their answers by giving examples. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will be able to see the words and pictures in the book. • Auditory: Students will listen to the book and listen to their partners during discussion. • Kinesthetic: Students will walk to the front of the room and will act out vocabulary words. • Tactile: n/a
Objective By the end of the lesson, students will analyze the book <i>An Oak Tree Has a Life Cycle</i> by discussing word meaning and images in the text. Bloom's Taxonomy Cognitive Level: Analyzing	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will raise their hands to answer questions or make comments. • Students will not interrupt others. • Students will use an appropriate voice level during discussion (level 2). • Students will have a 0 voice level during instruction. • Students will be respectful of other's personal space
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be seated at the front of the room on their dot spots. • I will use call backs as needed to regain student attention. • I will use countdowns to signal transitions • I will use positive reinforcement to let students know how they should be acting. 	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will raise their hands to answer questions or make comments. • Students will not interrupt others. • Students will use an appropriate voice level during discussion (level 2). • Students will have a 0 voice level during instruction. • Students will be respectful of other's personal space
Minutes	Procedures
	Set-up/Prep before lesson: <ul style="list-style-type: none"> • Copy of <i>An Oak Tree Has a Life Cycle</i>
3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Thank you for joining me at the front of the room! • Second graders, we are going to start studying life cycles today! • Does anyone have an idea about what a life cycle is? <ul style="list-style-type: none"> ○ Call on 2 people to share • A life cycle is the changes that happen during something's life. • What does it mean to be alive? (born/grow, live, die) • Everything that is alive has a life cycle!
3 minutes	Explain: (teacher-led) <ul style="list-style-type: none"> • Did you know that trees are alive? This means they have life cycles! • To learn some more about trees and their life cycles, we are going to dive into a nonfiction book called <i>An Oak Tree Has a Life Cycle</i>. • Just a reminder that nonfiction means this book is real, not make believe.

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4 minutes	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none">• Let's talk about some important words that we are going to see later on in this book.• The first is life cycle.<ul style="list-style-type: none">○ We already talked about this! Remember that a life cycle is the changes that happen during something's life.○ We can see the life cycle of a tree in these pictures○ Talk about pictures• The next important word is plants.<ul style="list-style-type: none">○ Read the caption.○ What are some things you notice about these plants?• Our next word is roots.<ul style="list-style-type: none">○ Read caption.○ So, what do roots do?○ Roots are what come out of the seeds that are in the ground. They make sure that the plants get food and water from the soil. They also make sure that the plant stays in the ground.• Our next word is seeds.<ul style="list-style-type: none">○ Read caption.○ What are seeds?○ Plants grow from seeds.• Our next word is stems.<ul style="list-style-type: none">○ Read caption.○ Stems make plants stand up• Our last word is trunk.<ul style="list-style-type: none">○ Read caption○ Trunks are a type of really strong stem.
3 minutes	Closure (wrap up and transition to next activity): <ul style="list-style-type: none">• Alright learners, turn to a neighbor and talk with them about what a life cycle is.• Come back to me in 3,2,1.• Raise your hand if you would like to share what you and your neighbor talked about.• Call on one group to share. • Time permitting, ask groups to discuss each vocabulary word.
Formative Assessment: (linked to objective, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection)<ul style="list-style-type: none">• Student answers to questions.• Student discussion during turn and talks.	Summative Assessment (linked back to standard, END of learning)

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

Went well:

Something that went well during this lesson was that I added more turn and talks than what I had originally planned for. I made this adjustment to keep students engaged. I am happy that I was able to go off plan a bit and still keep the lesson on track. I was also able to go off track from my lesson with student questions, and then was able to bring the class back to our focus for the day.

Another thing that went well during this lesson was that I was able to get two students who originally refused to participate to participate in the lesson. I also felt that I had a good voice level throughout.

Students learned:

Students learned the vocabulary words introduced at the beginning of the book. I know that they learned these because they were able to define the vocabulary in their own words and give examples.

Students also expanded their knowledge about life cycles. We had a great discussion about what comes first, the seed or the plant? This question was brought up by a student. They began by comparing this question to the question of whether the chicken or the egg came first. Students had many interesting ideas about which part of the Oak Tree life cycle they thought came first. When they asked me which actually came first, and I could not give them an answer, they were a little frustrated. I asked them why one had to come first and if it would have been possible to have both happen at the same time. Some students thought that the seed and the plant happening at the same time made sense, and others insisted that one had to have come first. It was very interesting to hear students' thoughts about this question.

Changes:

If I were to make changes to this lesson, I would begin by holding the book better to ensure that all students could see. This was a big book, so it was difficult to hold so that I could read and show students the pictures. I could have figured out a better way to hold the book, or I could have displayed it using an easel.

Something else that I would change about this lesson would be to give more time for the turn and talks. The great conversation about what came first stemmed from a turn and talk. Giving students the opportunity to discuss more with their peers could have resulted in more great conversations that could have prompted the rest of the class to dig deeper into the content.