

**Lesson Plan Template**  
**Date: 24 February 2019**

<b>Grade:</b> 2nd	<b>Subject:</b> ELA
<b>Materials:</b> Post it paper, markers, dry erase board, dry erase markers	<b>Technology Needed:</b> none
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> <li>Explain:</li> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>
<b>Standard(s)</b>  3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>Differentiation</b>  <b>Below Proficiency:</b> I will be able to observe that a student is below proficiency by how they seem to be interpreting the information. If the student seems to be struggling to understand how to write the notes, I will assume they are below proficiency. <b>Above Proficiency:</b> I will be able to observe that a student is above proficiency by how they seem to be interpreting the information. If the student seems to be understanding how to write the notes and excelling in the process, I will assume they are above proficiency. <b>Approaching/Emerging Proficiency:</b> I will be able to observe that a student is approaching proficiency by how they seem to be interpreting the information. If the student seems to be having a challenge with understanding how to write the notes, I will assume they are approaching proficiency. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> For the students who are visual learners, I will be writing the method of taking notes on the board. I will show the students how to write notes on the board and keep the example on the board for the students to refer back to.</li> <li>• <b>Auditory:</b> For the students who are auditory learners, I will be talking the students through the process of writing notes. As the students</li> </ul>
<b>Objective(s)</b>  By the end of the lesson, the students will be able to have the basic knowledge of writing notes to prepare for a research assignment.  <b>Bloom's Taxonomy Cognitive Level:</b>  Knowledge	

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	<p>are practicing the act of taking notes, I will be walking around the classroom answering questions and giving explanations when needed.</p> <ul style="list-style-type: none"> <li>• <b>Kinesthetic:</b> For the students who are kinesthetic learners, I will allow them to use their seat of choice so that they have the opportunity to be active and moving when they need to be. I will allow them to take a lap around the classroom if they get fidgety or need to move more.</li> <li>• <b>Tactile:</b> For the tactile learners, they will be writing notes, which can be made into a hands-on activity. The students will have the opportunity to ask questions and receive guidance as needed throughout their activity time.</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>For the duration of the instruction time, the students will be seated at their seat spots. The students will then be doing an individual note taking activity in their desks. They will transition from their seat spots as I call on their pod to grab their note paper and go back to their desks.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>Throughout the duration of the lesson, the students will be expected to be quiet and listening to the instructions and the content. The students will be expected to ask questions when they are confused and answer questions when prompted. The students will be expected to keep their voice levels at a level one while they are working on their notes. The student should be on task throughout the lesson and activity.</p>
<b>Minutes</b>	<b>Procedures</b>
5	<p><b>Set-up/Prep:</b> I will choose a passage that we will be taking notes on. I will write the passage on the board and place the post-it paper in the spot where students are able to see it.</p>
3	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>I will engage the students by asking them if they have ever had to take notes before. I will ask them what kind of notes they may have had to take. I will also ask the students if they remember the methods, they had to use to take notes.</p>
10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>I will explain to the students that we will be learning how to take notes from a passage. I will explain that taking notes is crucial to retaining information for research and for learning. I will then demonstrate the act of taking notes. I will read the passage out loud to the students, explaining that we need to know what we are taking notes on before we begin taking notes. Once I am done reading the passage, I will explain that we need to find important parts of the passage to take notes on. I will then reread the passage with the students, underlining or highlighting important information with them. Throughout this process, I will be</p>

	<p>asking the students if they can determine which information is important for us to underline and highlight, and which information is not as important.</p> <p>I will then explain that we will take our underlined or highlighted parts of our passage and create notes out of it. I will begin to demonstrate to the students how to take notes. I will be looking at what we underlined/highlighted, and I will be writing the information onto our “notes” page. I will write the notes in shortened form, using bulleted lists. I will be explaining to the students that we need to organize our information when we are taking notes, so that we have the ability to find our information quickly when we need it. I will have the students help me write good bullet points for our notes.</p> <p>I will then explain to the students that they will be taking notes on their own. I will explain to the students that they will be given a passage and asked to write notes based upon the things that they read. I will instruct them to grab a sheet of lined paper before they go back to their desks.</p>	
25	<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> <p>During this time, the students will be taking notes on a given passage. I will have the students read a passage and then highlight/underline the important parts of the passage. From the things that they have highlighted/underlined, I will have them create notes. The students will be asked to use only important information from the passage and use complete sentences when they are taking their notes.</p> <p>Students will need to use sticky notes to take notes on the information they are learning.</p>	
5	<p><b>Review (wrap up and transition to next activity):</b></p> <p>To review and wrap up the activity, I will have the students raise their hands and share 5 things that are important about note taking. Depending upon the things that the students say for their important things about note taking, the class and teacher may have a discussion about note taking and the ways that we take notes.</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>Throughout the duration of the lesson, I will be walking throughout the classroom and observing the students writing their notes. I will be able to formatively assess the students by viewing how they are writing throughout the duration of the activity. I will have the students turn in their notes at the end of the activity so that I am able to assess their knowledge on note taking.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>At the end of the unit, the students will be given a passage and a sheet of lined paper. The students will be asked to highlight/underline the information within the passage and then use the information to create notes about the passage. I will have the students use this as their summative assessment.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.</p>		

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I think this lesson went well. Going into the lesson, I had some confusion about the various things that I would be teaching. I was nervous that I would not be teaching the lesson the correct way. The students and I chose a book from Pebble Go, which we read together. The students helped me pick out important information from the book to write my notes on. I ensured that the students understood that we needed to use short bullet points for our notes, instead of complete sentences. The students and I worked on determining which facts in our short story were facts that we needed, and which ones were facts that weren't needed in our note taking.

I think that the instruction went well. The students were very engaged in the information that I was presenting, and they were very interested in helping prepare the notes. Following the instruction, the students went back to their desks and wrote their notes on the person that they have been researching for their biography. The students did well with the note taking. I made a change before I taught the lesson, and I had decided to have the students use sticky notes to write their notes instead of using notebook paper. By using the sticky notes, the students were easily able to organize their notes into the various categories that they needed to have covered for their biographies.

I would change the lesson to using the sticky notes instead of notebook paper. The students had a lot better time organizing their final information for their biographies by using sticky notes. I really enjoyed this lesson because the students tended to have a fun time being able to do their research. The students seemed to be engaged throughout the duration of the whole lesson.