

**UMary Lesson Plan**  
**3 April 2019**

<b>Grade:</b> 2nd	<b>Subject:</b> ELA
<b>Materials:</b> Transportation Past and Present book; cones, notecards with transportation words/things	<b>Technology Needed:</b> none
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</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> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <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>  2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	<b>Differentiation</b>  <b>Below Proficiency:</b> I will be able to see if a student is below proficiency by observing how the student is participating within the lesson. If the student seems to be unengaged in the lesson and is struggling to compare and contrast the information that we read, I will assume that the student is below proficiency in this area. <b>Above Proficiency:</b> I will be able to see if a student is above proficiency by observing how the student is participating within the lesson. If the student seems to be engaged in the lesson and is succeeding in comparing and contrasting the information that we read, I will assume that the student is above proficiency in this area. <b>Approaching/Emerging Proficiency:</b> I will be able to see if a student is approaching proficiency by observing how the student is participating within the lesson. If the student seems to be somewhat engaged in the lesson and is being challenged by comparing and contrasting the information that we read, I will assume that the student is approaching proficiency in this area. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> For the students who are visual learners, we will be looking at the book while we read it, as well as looking at an organizational chart while we begin to compare and contrast the things that we read about within our story. The pictures within the story will begin to help the students visualize what is happening within the story.</li> <li>• <b>Auditory:</b> For the students who are auditory learners, I will be reading the story to the class, as well as discussing and explaining the organizer while we work through organizing our</li> </ul>
<b>Objective(s)</b>  By the end of the week, the students will be able to compare and contrast different points of view relating to the same topic.  <b>Bloom's Taxonomy Cognitive Level:</b>  Analyze	

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	<p>information. These students will be able to ask any clarifying questions or explanations as needed, throughout the duration of the lesson.</p> <ul style="list-style-type: none"> <li>• <b>Kinesthetic:</b> For the students who are kinesthetic learners, I will be having the students come to the board to write their answers. The students will be able to get up and move around the room as we discuss the various things we are comparing and contrasting. These students will be able to bring their flexible seating to their seat spots so that they are able to move a little bit and focus throughout the lesson as well.</li> <li>• <b>Tactile:</b> For the students who are tactile learners, we will be using markers/erasers to interact with the board. The students will be allowed to bring fidgets to the carpet area to keep their focus and help them concentrate, if needed.</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>The students will be seated at their seat spots for the first part of the lesson. The students will then transition by grabbing their transportation descriptions and heading to the human Venn Diagram to stand in their spot.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>Students will be expected to be participating during the lesson and the activity. The students will be expected to keep their voice level at a 2 and below for the duration of the lesson and around level 2 for the activity. The students will be expected to collaborate with their peers around them to come up with where each one of them should be standing within the human Venn Diagram. The students will be expected to work together as a class to complete the Venn Diagram activity.</p>
<b>Minutes</b>	<b>Procedures</b>
5	<p><b>Set-up/Prep:</b></p> <p>I will need to prepare the book for the reading during the lesson. I will need to put the cones in a Venn Diagram shape on the floor in the classroom and make sure I have the supplies easily accessible.</p>
5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>I will begin the lesson by asking the students what they remember from the book. I will ask the students what kinds of transportation we have discussed. I will then ask the students if they remember any facts about the Venn Diagram.</p>
5	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>I will begin the lesson by telling the students that we will be finishing the book by reading the conclusion of the book</p> <p>The students and I will also go over the key vocabulary words that they will need to know for the activity. I will explain to the students that we will be creating a human Venn Diagram. I will give the students instructions on how to form their human diagram.</p> <p>Prior to us starting the activity, we will title our Venn Diagram and create sections for the Venn Diagram.</p>

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	Human Venn Diagram Instructions:  <ol style="list-style-type: none"> <li>1. Each student will pick a note card and read what is on it.</li> <li>2. The student will determine if they are in the past, present, or the same column.</li> <li>3. The student will then take their note card and stand in the spot they believe they fit.</li> <li>4. Once each of the students is in place, the students will read off their card, tell the class where they are standing, and why. The students will be guided into the correct place if needed.</li> </ol>	
15	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>  The students will complete their human Venn Diagram activity.	
3	<b>Review (wrap up and transition to next activity):</b>  To review, I will ask the students will explain to me their position in the Venn Diagram and why they chose to be in this position.	
	<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> <li>• Throughout the duration of my lesson, I will be able to monitor my student's progress and engagement by viewing how they interact with their classmates and where they end up going for the human Venn Diagram. When viewing this, I am able to look at their progression of learning and determine whether or not they are understanding the lesson.</li> <li>• The students will turn their note cards around and write what comparing is and what contrasting is and hand them in at the end of the activity.</li> </ul>	<b>Summative Assessment (linked back to objectives, END of learning)</b>  The summative assessment will be done at the end of the week/time learning about comparing and contrasting. The summative assessment will feature a short story that discusses two or more things. The students will then be asked to compare and contrast the things that they read about within their reading.

**Reflection:**

This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.

This lesson went phenomenally. The students had great previous knowledge about Venn Diagrams and the ideas of comparing and contrasting. The assessment from the student's previous knowledge of comparing and contrasting of various things. The students were able to easily explain to me what things we have compared and contrasted within the Transportation Past and Present book we were reading. The students were able to remember the things we discussed but needed a small refresher on what part of the Venn Diagram that the types of transportation should go under.

Following the assessment of the student's prior knowledge, the students and I were able to begin the process of finishing the book we were reading. We only had the short conclusion to read at the end of the book. The students and I read the conclusion and then began to do a short picture walk through the book so that they would be reminded of the types of transportation and when they were used. The

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students remembered most of this information fairly easily. I enjoyed knowing that the things the students and I have discussed over the past week.

I then explained the concept of the human Venn Diagram to the students. The students seemed to understand the concepts, so we began to do the activity. The students received note cards with the type of transportation they were representing on them. The students then went to their spot in the diagram and were representing their transportation. When the students were in their places, we began to discuss why the students decided to go into these spots. The students had great explanations and got everything into the correct positions.

I think this lesson plan went great. I would like to be able to complete this lesson outdoors, but the group that I currently have would not be able to handle being outdoors for this sort of activity. I was able to borrow some gym supplies to bring into the classroom and use for making the Venn Diagram.