

Lesson Plan Template

Date: 27 March 2019

Grade: 2 nd	Subject: ELA
Materials: Note Cards, Pencils, poster	Technology Needed: projector
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"/> Technology integration <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(s): 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Differentiation Below Proficiency: 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 answer the questions about the poem, I will assume that the student is below proficiency in this area. Above Proficiency: 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 answering the questions about the poem, I will assume that the student is above proficiency in this area. Approaching/Emerging Proficiency: 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 the questions asked of the poem, I will assume that the student is approaching proficiency in this area. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For the students who are visual learners, we will be looking at the writing and illustration of the poem. They will be able to begin to visualize what is happening within the poem. • Auditory: For the students who are auditory learners, I will be reading and explaining the poem as we go through the lesson. These students will be able to ask any clarifying questions or explanations as needed, throughout the duration of the lesson. • Kinesthetic: For the students who are kinesthetic learners, we will not be doing much moving during this lesson. 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. • Tactile: For the students who are tactile learners, we will not be doing much for a hands-on activity. The students will be allowed to bring fidgets to the carpet area to keep their focus and help them concentrate.
Objective(s): By the end of the lesson, students will be able to describe the meaning of the poem. Bloom's Taxonomy Cognitive Level: Understand	

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be seated at their seat spots on the carpet for the duration of the lesson. For the discussion portions of the lesson, the students will be asked to turn to their seat spot partner and discuss the various topics that are brought up.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Throughout the duration of the lesson, the students will be answering questions and discussing things that they have noticed within the poem. During the discussion time, the students will be asked to be at a voice level 2.</p>
Minutes	Procedures
3	<p>Set-up/Prep: Hang up poster</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will begin the lesson by asking the students if they have ever been to the ocean. I will then ask them if they have ever seen a puffer fish. I will wait for their responses. I will then ask them to give me a short description of a poem and what a poem looks like.</p>
15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will then explain to the students what a poem is. I will explain to them that we will be reading the poem about the blubber fish and then we will be answering questions about the poem we read. We will then discuss what we see on the page. We will discuss the illustrations and the clues that it gives us about the blobfish (Where it lives, description, would you want to catch this fish?).</p> <p>We will then read the poem.</p> <p>The poem:</p> <p>The Blobfish</p> <p>Deep on the ocean floor the ugly blobfish lies, blubbery lups, big nose, staring beady eyes.</p> <p>No bones, no teeth, just a lump of jelly, lying on the ocean floor, on its flabby belly.</p> <p>Of all the ugly creatures, the blobfish is the king, but ... that ugly blobfish won't hurt a living thing.</p>
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>After reading the poem, the students will discuss the blobfish in pairs. I will be posting a set of questions on the board and the students will need to answer them to the best of their abilities. The students will then hand the questions in as a formative assessment.</p> <p>The questions will include:</p> <p>Do you think the blob fish exists?</p>

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	<p>Why do you think that?</p> <p>Do you think many people have seen the blobfish? Why do you think that?</p> <p>What is something special about the blobfish?</p>
5	<p>Review (wrap up and transition to next activity):</p> <p>To review this activity, we will be doing a share out at the end. The students will hand their note cards in. I will then ask multiple students to share out about what they wrote to answer the questions. The students will share a few things about the questions they answered and their beliefs regarding the blobfish.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?)• I will be able to monitor the student's learning throughout the lesson by watching how they interact and answer questions within their partnerships. The students will hand in the answers to their questions and this will be used as their formative assessment.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The summative assessment will be up to the discretion of Miss Heidt.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</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> <p>During this lesson, the students and I discussed the poster "The Blob Fish". As soon as the students sat down at their seat spots, they were excited about what they would be learning. The students saw the poster of the blob fish and they were immediately intrigued and wanted to know more about what we were learning about. I began the lesson by asking the students if they knew what comparing and contrasting were. The class was quick to answer that comparing is the act of finding the things that are the same, while contrasting is the act of finding the things that are different.</p> <p>Throughout the lesson, the students were very excited and engaged in the lesson. We began the lesson by discussing the picture that was on the poster. The students gave good ideas regarding how the blob fish looked on the poster. The students discussed the size and the color of the blob fish during our discussion. I triggered the student's ideas by asking the students where they think the blob fish lived based on the picture that we were given. The students said that they believed that the blob fish lived in the sea or within a salt water area.</p>	

The students and I then read the poem and discussed what the poem meant. Using the wording in the poem, the students were able to determine that the blob fish does live in the sea. The poem also helped affirm the students in the decision that the blob fish was large and was something that was abnormal. The students were very interested in learning about the fish and were very excited to read the poem.

Following the lesson, the students did an activity that I used as a formative assessment. The students went back to their desks and grabbed a note card. On their note cards, I had them write their name and answer two questions. The questions were “Do you think the blob fish is real? Why or why not?” and “What is one interesting thing about the blob fish?” This seemed to be the most appropriate way to assess the student’s knowledge of the blob fish reading.