

Lesson Plan Template

Date: 2/6/19

<p>Grade: 2</p> <p>Materials: PowerPoint, Anchor Chart, Paper and Pencil</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<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	<p>Subject: Reading-Making Inferences</p> <p>Technology Needed: Smartboard</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<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
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<p>Standard(s) 2.RL.1- Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.</p> <p>Objective(s) By the end of the lesson, students will be able to infer what is going to happen or what is happening by using real-life examples, pictures, and text. By the end of the lesson, students will be able to explain their inferences by answering questions such as those in the standard when they are asked to use evidence from the photo or text.</p> <p>Bloom's Taxonomy Cognitive Level: Understanding</p>	<p>Differentiation</p> <p>Below Proficiency: Will be given the opportunity to hear many examples before asked to respond. They will be given the opportunity to explain their thinking, so I understand why they chose that response. They will be partnered with an above proficiency student.</p> <p>Above Proficiency: May share their inferences as soon as they think they are ready. They will be allowed to come up with some of the inferences on their own before discussing them with the whole class. They will be partnered with a student that is below proficiency to explain their inferences to them.</p> <p>Approaching/Emerging Proficiency: Students will be able to make inferences based off of pictures and text. They will use evidence to support their inferences.</p> <p>Modalities/Learning Preferences: Visual-Spatial, Verbal-linguistic, logical, interpersonal, intrapersonal, naturalistic</p>				
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped with their pod during discussions and turn and talks. If a student cannot see the PowerPoint, they may come to the front and partner with a peer that is next to them. When students are not listening, I use Love and Logic to give them choices. When I give them choices, I make sure that I am okay with any answer that they choose. Students will be asked to move quietly if they have to come to the front of the room and when they go back to their seats. When I want their attention, I will ask for their signals such as a hand on their head, nose, or shoulder. I may also say to the students, please be back in your seat in 10,9,8... and expect to be in their seats when I get to one. I will use sticks to decide which student gets to respond to the question or state their inference.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) Students should raise their hand if they have a question or know the response to a question. Students should not blurt out their answers. Students will be warned that some of the scenarios can get kind of funny. If a student cannot handle it, they will be asked to not participate. Students should sit with their hands and feet to themselves. Students are expected to pay attention and participate. If students are not paying attention, I may tell them that they are up next. This will get the students attention because they know that they will have to answer next, but it does not embarrass them in front of their peers when they have no idea what we are talking about so they either have no answer at all or say the wrong answer. Students should not laugh at their friend's responses.</p>				
Minutes	Procedures				
1	Set-up/Prep: Bring up PowerPoint, Get out Anchor Chart and something to write on it with.				
3-5	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Make different faces showing different emotions and ask the students if they can tell how you feel <ul style="list-style-type: none"> ▪ Happy, Sad, Mad, Excited, Scared 2. Come up with different scenarios and see if the students can predict what will happen next without giving them the answer. There really is no right or wrong answer but there will be illogical and logical answers. <ul style="list-style-type: none"> ▪ You see someone lying next to the swing and they are crying, what do you think happened? ▪ I bought a lottery ticket and quit my job after the winning numbers were announced ▪ You give your friend a piece of candy to try and they make a disgusted face ▪ A man is down on one knee, has a ring, and his girlfriend is smiling and excited ▪ Two of your friend were fighting and you see them give each other a hug and smile 				
15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. Students will review how to make an inference and what an inference is. 2. “Identifying information that the author does not specifically tell us” and “Use clues in the story to come to a conclusion of what the author is trying to tell you without the author actually saying it. 3. An inference is a conclusion that you reached. It must be supported by details. 				

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	<p>4. Talk about how we use inferences every day without even noticing</p> <ul style="list-style-type: none">• Emotions (when we see someone crying, laughing, or angry)<ul style="list-style-type: none">◆ We can infer that this person is sad such as if a basketball player just lost the game◆ We can infer that this person is happy such as if they were just told a funny joke◆ We can infer that this person is upset such as if their teacher came into their room mad.• Weather (when the ground is wet or the trees are blowing)<ul style="list-style-type: none">◆ We can infer that it had just rained or the snow melted◆ We can infer that it is windy outside• Background information (when we hear a band on the 4th of July or people are ice fishing)<ul style="list-style-type: none">◆ We can infer that the parade is coming◆ We can infer that it is cold outside and the river is frozen• Senses (loud bang during a storm, smell something burnt and mom is making cookies, see the light on in your house when you come home from a friend's house).<ul style="list-style-type: none">◆ We can infer that there is thunder◆ We can infer that mom burnt the cookies◆ We can infer that someone is home <p>5. Now, the students get the opportunity to practice. The next few slides will be examples of how these aspects can be seen in real life. Students will raise their hand to respond. If another person has a different response, they can also share their thinking. Students will not always make the same inferences or correct inferences.</p> <p>6. The first slide is about emotions. I incorporated the inside out charts to help the students make connections. People were able to tell which emotion the character was without even watching the movie.</p> <ul style="list-style-type: none">• Angry face- person is mad and upset. If your parents asked you to clean your room and you didn't, a student may infer that their parent is upset when they call their name.• Smile- the person is excited, happy, joyful, proud, something really good just happened. If someone is going on vacation, a student can infer that they are excited.• Sick- the person is not feeling well, the person has the flu since the emoji is green students may infer that they are going to puke. If someone misses school and had a cough the day before, a student can infer that they are not feeling well.• Scared- a person might be worried about something, they might be running from something, if they were watching a scary movie they might have been frightened. <p>7. Weather</p> <ul style="list-style-type: none">• Beach- it is warm outside, it is summer, it is sunny, children are playing• Lightning- it is storming, there will be a sound of thunder soon, we should stay inside, we cannot play softball• Snow- it is cold out, if they wake up to it, they can infer that it snowed last night, it may be slippery outside, it will melt if it gets warmer• Umbrellas- it is raining, people do not want to get wet, the ground is wet <p>8. Background information</p> <ul style="list-style-type: none">• Dog- ripped up a pillow, will get in trouble• Water dumped on the coach- the team won the game, the coach is going to be cold, the coach was surprised• Legs through the ceiling- the ceiling broke through, the person is scared, they may get in trouble• Person slipping- it is icy, he is going to lose his coffee, he might have wet pants because he fell in the water and snow <p>9. Senses</p> <ul style="list-style-type: none">• Smell cookies- mom is baking• See food steaming- it is hot• Burn your tongue after drinking hot chocolate- it was too hot to drink• Mouth is burning and needs water- food was spicy• Hear music at a hotel and see a woman in a white dress- there is a wedding and she is the bride• Hear the doorbell and your dog barking- someone is at your house• Your friend feels cold when they do not wear a coat, but you are warm with a coat- you friend should have worn a coat to be warm, it is too cold outside not to have a coat on <p>10. A couple other picture for the students to make inferences using my life as an example</p> <ul style="list-style-type: none">• Snowing and people with helmets and poles- They are skiing• Girls in different dresses with flowers on their wrists- it is prom
7-10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none">1. The teacher will read through "Groups of Living Things" on the anchor chart2. Have students read through it again on their own in case there was any information that they missed3. "What inferences can we make based off of the evidence in the text?"4. Have a few students share the inferences they are making and the evidence they used to support their inference5. Write down at least one of their responses on the anchor chart

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	<ol style="list-style-type: none"> 6. Discuss with the students the inference that you are making <ul style="list-style-type: none"> • Inference: insects, spiders, and snails are in the same animal group. • Evidence: We group animals by how they look. Some animals have backbones and others do not. Insects, spiders, and snails have backbones. 7. Allow students to think about a time when they make inferences or a time when they have before. They may even be able to think of an event from this morning. The students should also be able to explain the evidence they used to support the inference they were making. 8. Students will turn and talk to their partner about times when they have made inferences. 9. Students will have the opportunity to share a time their partner has made an inference and the evidence they used to make it. 10. The teacher will share with the students times that they have made inferences and the evidence they used to support it.
5	<p>Review (wrap up and transition to the next activity):</p> <ol style="list-style-type: none"> 1. Students will go back to their desk and complete a 3-2-1 formative assessment 2. We will come together as a group and allow a few students to share their responses per section 3. We will answer any questions that the students may still have 4. Students will hand in their 3-2-1 and get ready for the next activity
<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?) <ul style="list-style-type: none"> - Students will do a 3-2-1 - 3 things they learned - 2 things they found interesting and would like to learn more about - 1 question they still have about the material 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> - Students will be given a few pictures and a couple of passages and have to make an inference and provide the teacher with the details and evidence they used to make their inference by answering some of the questions in the standard.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I really enjoyed this lesson. The students were amazed to hear how they actually make inferences every single day. When I started making faces, the students were confused about what this lesson had to do with making inferences. Then I started giving the students some fun scenarios, they had so much fun making their inferences, but they still had not realized that is what they were doing. When I went over the definition with the students, a few of them did not understand how they would know something that the author did not even tell them. That's when we talked about how inferences do not always turn out to be correct. Sometimes there are a few things that we could infer from the way a character is feeling or the author will put a plot twist in the story. However, it is very important to have evidence that will support your inference. The evidence comes directly out of your story from things that the author does tell you. As we went through the PowerPoint, the students seemed to be in their Zone of Proximal Development. Some of the pictures were pretty easy for them and others they struggled to find evidence to support their inference. The students had fun with the pictures, and it was a nice warm-up activity before adding texts and making the students overwhelmed. Although I know that the standard in this lesson plan does not correlate directly to inferences, these questions can be used to find the evidence when you are making an inference. This is part of the second-grade standard. Inferences are used in second grade to help the students meet the expectations when they are required to be experts in fourth grade. When I brought some text into the lesson, some of the students struggled a little more than when they just had the pictures. It seemed like these students were more afraid that their inference was wrong, or they did not make it at the correct point in the text. We talked about how there is not a specific time in a book where they must stop and make an inference. If I were to do this lesson again, I would focus more on the text than the pictures. Although, I believe that the pictures really help the students grasp the concept before making it difficult. Instead of focusing more on text, I might just include more text in the lesson. I think at this stage it is always important to have pictures along with the text. I would also like to break the students into small groups to focus more on individual needs and allow them to make inferences in books that they find engaging and interesting. Sometimes when students do not have enough background information about a topic, they find it more difficult to make inferences.</p>	