

Lesson Plan
Date: Thursday 2/27/2020
Hannah Carr

Grade: 2		Subject: English Language Arts	
Materials: White-board, Markers, <i>Cry out Liberty</i>		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Group discussion and peer discussion	
Standard(s) 2.L.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).		Differentiation Below Proficiency: <ul style="list-style-type: none"> Students below proficiency will receive guiding questions during peer discussions if needed. Extra clarification of the definition of adjectives and their application will be provided. Above Proficiency: <ul style="list-style-type: none"> Students above proficiency will be given the opportunity to discuss more difficult concepts and terms with their partner Modalities/Learning Preferences: <ul style="list-style-type: none"> Visual Intelligence: Adjective Chart written on the board Auditory intelligence: Direct instruction, share-aloud Kinesthetic intelligence: Brain breaks Tactile intelligence: Writing on the board 	
Objective(s) By the end of the lessons students will have built language and vocabulary skills by discussing adjectives in whole group discussion and partnered discussion. Bloom's Taxonomy Cognitive Level: understand			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Large Group Discussion <ul style="list-style-type: none"> Active listeners. Voice level 0 when others are talking. Raise hands to talk "no blurting" Turn and Talk <ul style="list-style-type: none"> Active listeners. Respectful communication Transitions <ul style="list-style-type: none"> "One, two, three eyes on me." "Come back to me in three, two, one." Groupings <ul style="list-style-type: none"> Turn and talk with a neighbor on the carpet Safe hands and safe body 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Large Group <ul style="list-style-type: none"> Students are expected to be active listeners. Students are required to use a voice level 0 when others are talking. Students are required to have "safe hands" and "safe bodies" (sitting crisscross, keeping hands to ourselves) Students are required to raise their hands when they have questions. No "blurting" Turn and Talk <ul style="list-style-type: none"> Students are expected to talk at a voice level 1 when turning to talk to their neighbors Students are to take turns talking Students are required to be respectful and kind Transitions <ul style="list-style-type: none"> Students are expected to have a voice level zero during transitions Students are to be doing their "jobs", preparing for the next activity. 	
Minutes	Procedures		
2	Set-up/Prep: <ol style="list-style-type: none"> prep "Cry out liberty" pages Write a chart on the board grouping adjectives that describe people into three categories <ul style="list-style-type: none"> How people look How people act How people feel 		

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3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> Say “Alright boys and girls, when you read a story, something that makes a story is in the details! Specifically, describing words! Who remembers what we call describing words?” wait for answers, supply supporting questions to get to the answer: Adjectives. Say “Adjectives are words that describe nouns. Can someone remind the group what a noun is?” wait for answer. “yes, exactly right. Today specifically, we’re going to be talking about adjectives that describe people!” 	
7	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> Say “Adjectives that describe people might be words that describe how someone looks (give example relating to student), or a word to describe someone’s personality (give example relating to student).” Say “Boys and girls in just a moment I would like to you turn and talk to a partner next to you and come up with three 3 adjectives that describe people. They can be adjectives that describe how a person looks, acts, or feels. I want you to turn and talk for 2 minutes then come back and we’ll share our answers. Go ahead” Allow for two minutes, supplying support to students below proficiency. Call students back with “1,2,3 eyes on me” say “alright boys and girls, raise your hand and share what are some of the examples you came up with. Write the examples on the board in the chart.” Ask for specific examples if one section of the chart is lacking examples. Provide encouragement and correct thinking if needed. 	
7	<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"> Distribute cry out liberty pages. Say “Now boys and girls, I would like you to partner read these pages with a neighbor and find one adjective that describes people. Discuss with your partner what that adjective adds to the understanding of the story. I’ll give you about 3-4 minutes” allow time. Alright boys and girls, what are some of the adjectives you found that describe people?” wait for answers from raised hands. “and what does that add to your understanding of the story?” Write student examples on chart on the board 	
2	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> Say “so boys and girls, adjectives that describe people bring characters to life! They make them more interesting and seem real. No one wants to read a story with no adjectives, can you imagine that?” Say “Now boys and girls, lets stand in our sports quickly, to stretch out for a quick brain break before phonics.” 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> Get at least one example from each pair of students, look for: <ol style="list-style-type: none"> an adjective that describes a person (how they look, act, or feel) situation appropriate adjective more complex specific words how the adjective adds to their understanding of that character. 		<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will perform cry out liberty at the end of the week, being assessed on using their comprehension of descriptive adjectives to read with:</p> <ul style="list-style-type: none"> expression intonation inflection understanding of author’s purpose
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was one of the first introductions the students had to adjectives. They were familiar with describing words, but this was the very first time they had been referred to as adjectives. The lesson started off with a brainstorm activity where the students had to turn and talk and come up with adjectives that describes a person. Then they shared their ideas and I wrote them on the board into 3 categories. The students were all really engaged in the activity and loved the opportunity to share out their thoughts. They had the opportunity to share out the silly adjectives they had thought of, and really enjoyed this activity.</p> <p>The students learned that describing words were called adjectives. They also learned that adjectives that describe people are commonly broken into 3 categories, words that describing how someone looks, feels, and acts. They practiced brainstorming adjectives that describe people, and then categorizing them into groups depending on what about the person they describe. All the students were able to brainstorm one adjective, and properly categorize them when we did around the circle share-out.</p> <p>The students also learned how they can use adjectives that describe people as clues to tell them how they should change their inflection and intonation when they read. This build upon their knowledge of expressive reading that we have talked about every day. To check for understanding, I pulled a sentence from our reader’s theater story, and asked how the person saying it might feel, and how that feeling would change how they read it. Then as a group the students practiced saying phrases using clues from adjectives that describe how a person is feeling to change their inflection and intonation.</p>		

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All the students were very engaged in this discussion. During the turn and talk, I sat with two of the students who are below proficiency and provided them with prompts to brainstorm adjectives and they responded really well to this. This made it so they were able to participate in the group discussion and helped their understanding of the content as a whole.

If I were to teach this lesson again, I would provide more examples on how to identify adjectives that describe people in text. We did an activity where we read a passage from our reader's theatre story as a whole group, and the students struggled with identifying the adjectives in the text. They excelled at identifying the characters might be feeling, but they struggled with recognizing the words themselves. Next time I would pick a Sample text with lots of descriptive adjectives and do this as an activity.