



## SOLAR LESSON PLAN FORMAT

**Age Level:** 2<sup>nd</sup> grade

**Subject(s) Area:** English Language Arts (Reading)

**Materials Needed:** Spider Gets Jealous by Jill Eggleton, marker board with sock and marker, high frequency words worksheet

### Standards:

- 2.RI.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

### Objectives:

**What will the students know or be able to do?:** I can identify who, what, where, when, why, and how questions from the story.

**Cognitive Level of Lesson (Bloom's Taxonomy):** Level 3: Applying

### Learning Activities:

**Opening Element:** When the group gets to the table, I will give them each a book. Then I will tell the students "Look at the cover of the book, at all of the pictures. Read the title of the book in your head."

**Reflective Questions:** "What do you think this story is going to be about?"

**Technology:** There will not be any technology in this lesson.

**Required Vocabulary:** He, she, it: pronouns. Place: long a sound.

**Instructional Methods:** (H, M, T, and L are made up names to represent students, their names do not begin with this letter though. They will be reading in order by seat.)

- After asking students what they think the story is about, we will have a short discussion on what they think it will be about.
- "After looking at this front cover, who do you think are going to be the main characters in the story?" Students will say "the lady and the spider."
- "Okay, I want 'M' to read the title of the page for me." (M will read the title.)
- "Let's begin. I want 'H' to read until web. Then, 'T' can read the rest of the page. You also may be the lady and say what she says in the word bubble."
  - After the student reads the first page, I will stop them for discussion. "where does this story take place? What is the setting of the story?" (student's answers vary. I will guide them to "the kitchen"). "How do you know that? Yes, the picture shows that she is in the kitchen, but do you see any words from the story that may tell you they are in the kitchen?" (Key words: kitchen, cooking)
  - "Do you think Mrs. Spatt is afraid of the spider?" (students should say no) "why do you think that?" (because she is smiling and says "it's a good day")

- “Before we move to the next page, I want to see if we can review a little bit of our spelling and English from this week. We could replace Mrs. Spatt with a pronoun. Would Mrs. Spatt be a he, she, or it?” (Students answer “she”.)
        - I will take out the marker board and write down “Mrs. Spatt” and “he, she, it”
- “Okay, can ‘M’ read until ‘kitchen’?” (Student will read until kitchen) “Great, I would like ‘D’ to read the rest of the page for me” (Student will read the rest of page).
  - “Do we have another character in our story?” (Yes) “Who is he?” (cat) “After reading this page, can you tell how the spider feels about the cat? Does spider like the cat?” (no) “Why do you think that?” (student’s answers will vary. Mrs. Spatt is giving her attention to the cat.) “Boys and girls, let’s look at the words you read. Right here, the spider calls the cat fat. The spider is not being very nice to the cat, is she?”
  - “Before turning to the next page, I want to review one spelling skill we learned this week for our test tomorrow. What do you notice about ‘chair’?”
    - I will take the marker board and write ‘chair’. I will underline ai.
    - Students will say it makes the long a sound. “Good. Mail and tail are in your spelling words. They have the exact same long a sound used in the word ‘chair’.”
- “Great job boys and girls. Now I want ‘L’ to read the top of the next page for me.” (student reads top box) “Can I have ‘T’ read the next part?” (Student reads bottom box)
  - “What did the spider do to get attention?” (Students: She wrapped up the cat in her web) “Why did she do that?” (students will explain that she is being ignored.) “Boys and girls have you ever felt ignored by someone, like the spider is being ignored by Mrs. Spatt?” (Students will say yes). “How did that feel?” (not good) “So you can image how sad the spider is feeling right now. We are going to stop here for today. What do you think is going to happen to the spider when Mrs. Spatt finds her beautiful cat wrapped up in a web?” (Students answers will vary.) “We will find out tomorrow.”
- If we have time, we will work on the frequent words worksheet. I will ask each student to read a work for me (there are 4 words). “Okay I want you to quietly highlight your words on your own. If you finish early, you may begin reading it three times and your illustration.”
  - The students enjoy this worksheet and know what to do with it. They will start highlighting it and read it silently on their own. They can go at their own pace.

**Guided Practice Strategies:** I am going to incorporate English and spelling from the week into the lesson. This will show them that the material they learn is in many subjects and everyday life. This group had an easy book yesterday, which was scaffolding. Today, they will be reading a more difficult book. I am also there to help the students sound out the words.

**Independent Concrete Practice/Application:** Students independently read out loud. They also answer questions I ask independently.

**Differentiation:** The student who has a low reading score will be given smaller chunks to read and extra help sounding out words. The other three students are given larger chunks of reading and do not get as much help.

**Wrap-Up:** The story concludes in the question of what will happen to the spider when we read the book tomorrow. The worksheet is concluded as an illustration of the story.

## Assessment:

**Formative:** I will be listening to each student's individual reading and how they answer the questions. If they are understanding the story and answering the questions correctly, they are learning the standard of the 5 Ws and how.

**Individual Measurability:** Each student individually reads and I can hear how they read and what they struggle with. I can also hear how they answer questions and how well their story comprehension is by their answers.

**Summative:** Summative assessment is given later on, when students take their AR tests and have their reading comprehension tested on. This scores them and helps the teachers see what level they are at.

## Reflection:

### Positives

- I thought on the spot and kept the girls involved throughout the entire story.
- I had a good wrap up review of the characters and settings
- The students enjoyed reading it and did a good job answering questions

### Negatives

- I had poor body language and looked bored with my chin resting on my arm
- My questions need to be deeper and make the students think harder
- I need to learn better guidance questions to push the student to the right answer instead of telling them "no, you are wrong" with the tone of my voice
- I need to plan the entire book ahead, even if we do not get to it all
- I need to get the students involved more (tactile, visual, auditory)
- I need to focus on the student who is not understanding it, rather than let the other students answer for him/her

### Ideas to change

- Each student brings a marker board to the table. Have each student draw certain questions and write out words (May become a distraction. There will need to be rules with drawing while talking/reading)
- I need more turn and talks (Turn to neighbor and tell him/her what will happen)
- Find a theme in the story and turn it into a discussion. Each student can share his/her relationship and thoughts to the theme and will be more involved.
- When all of the students are there, I need to find a way to differentiate the reading. Two girls did really well while one girl did fairly well and the boy would have struggled. I need to get all the students involved without boring the two girls and not ruining the confidence of the other two.