

**Grade Level Being Taught:** 2nd    **Subject/Content:** Reading    **Group Size:** 19 students    **Date of Lesson:** 11/9/23  
 1:25-1:55pm

**Inquiry 2: Highlight any language in your plan that connects to the data collection from your inquiry work and indicates decisions made as a result of that data collection**

**Planning for Instruction**

**Planning for Assessment**

**Planning for Differentiation**

| <b>Part 1: Lesson Content</b>   |   |
|---|---|
| <b>Title of Lesson</b>  | Families Working Together<br>(lesson will take place over 2 days- observation on day 1)   |
| <b>Meeting your students' needs as people and as learners (supervisors)</b> | <p><b>How does this lesson connect to the interests and cultural backgrounds of your students?</b></p> <p>This lesson connects to student interest because the text refers to spending less or more money- a concept they are currently learning in math. This helps students by adding context to concepts within the real world such as spending their own money.</p> <p>The text refers to different chores people have- the students have chores within the classroom and many have many responsibilities/chores at home that children their age typically don't have such as caring for younger siblings and getting themselves ready for school.</p> <p><b>How does this lesson connect to/reflect the school community?</b></p> <p>This lesson is about families who work together and do their part to make the farm run smoothly. I will make a text to self connection about how students have jobs and work together to make the classroom run smoothly.</p> |
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| <p><b>What Standards (national or state) relate to this lesson?</b><br/>(You should include ALL applicable standards.)</p> | <p><b>Day 1:</b> <u>ELA.2.R.2.3</u>: Explain an author's purpose in an informational text.</p> <p><b>Day 2:</b> <u>ELA.2.R.2.</u>: Explain how text features - including titles, headings, captions, graphs, maps, glossaries, and/or illustrations - contribute to the meaning of texts.</p>  |
| <p><b>Understanding the standards over time</b><br/>(CPALMS/instructional planning course)</p>                             | <p><b>Trace the standard to the previous grade level. What have students already learned or been exposed to related to this standard?</b></p> <p><b>1st:</b></p> <p><u>ELA.1.R.2.1</u>: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p> <p><u>ELA.1.R.2.4</u>: Identify an author's opinion(s) about the topic.</p> <p><b>*This is the student's first year learning the author's purpose which is why I have chosen to include a Plicker.*</b></p> <p><b>Trace the standard to the next grade level. What will students learn next related to this standard?</b></p> <p><b>3rd:</b></p> <p><u>ELA.3.R.2.1</u>: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.</p> |

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|   | <p><u>ELA.3.R.2.3</u>: Explain the development of an author's purpose in an informational text.</p>   |
| <p><b>What misconceptions might students have about this content?</b><br/>(talk to your CT)</p> | <p>Students may believe that running a farm is easy and simple because they aren't familiar with the concept due to <b>living in a city.</b></p> <p><b>Data: knowledge about where students live and how it may influence their beliefs.</b></p> <p>Students may believe that the author's purpose is to inform because they are learning about farms but the author's purpose is actually to entertain because it is a story about one family and how they run their farm.</p> |

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The student's may also believe the author's purpose is to entertain because it is a story about a family and they tend to believe if it is a story it automatically means entertain. I will address this misconception in the Plicker activity because it challenged the students on the Plicker activity on October 27th.



Data: Using formative assessment to influence teaching strategies

Some examples:

--Students will be able to accurately (measure- how well) differentiate (action- how) between potential and kinetic energy (content- what).

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| <p><b>Objectives- What students will know or be able to do after the instruction – the learning outcomes</b></p> <p><b>Content</b> (WHAT students are learning- look to the standard)</p> <p><b>Action</b> (HOW students will show it- there might be clues in the standard)</p> <p><b>Measure</b> (HOW WELL they need to do it)</p> <p>(Note: Degree of mastery does <b>not</b> need to be a percentage.)</p> | <p>--Based on what they read in the first half of a fiction story, students <b>will be able to write</b> (action- how) <b>a reasonable</b> (measure- how well) <b>prediction</b> (also part of the action) <b>for how the main character will respond to a challenge in the second half</b> (content- what).</p> <hr/> <p><b>Day 1:</b> Students <b>will be able to accurately explain</b> the <b>author's purpose</b> in the text “Families Working Together” through <b>a multiple choice question part a and b.</b></p> <p><b>Day 2:</b> Students <b>will be able to accurately explain</b> how the <b>text feature</b> in the text “Families Working Together” contributes to the meaning of the text through a <b>multiple choice question.</b></p>   |
| <p><b>Level(s) of Thinking</b></p>   | <p>Using Bloom’s Taxonomy or Webb’s Depth of Knowledge, which level(s) of thinking is/are called for in the standard? <u>Apply: students must explain their knowledge.</u></p> <p>Which level(s) of thinking is/are called for in your objective? <u>Apply: students must explain their knowledge of the author's purpose and text features.</u></p> <p>Why did you choose this level(s) of thinking?</p> <p>I chose the <u>Apply level</u> of thinking because students are using their existing knowledge and applying it to a new context. The standard asks for the students to explain, therefore the students must first remember the different types of author's purpose and text features, then they must understand the differences between them. For example they must understand that inform is telling facts and information and</p> |

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|   | <p>persuade is trying to get the reader to do or try, and entertain is telling a story to make the reader enjoy. They also must understand the different text features and what they do. Lastly they must apply all of this knowledge to the text “Families Working Together” to be able to accurately complete the exit ticket.</p>   |
| <p><b>Assessment Plan- <u>How will you know students have mastered your objectives?</u></b></p> | <p>Describe your assessment plan:</p> <p>Since this lesson is during “prep week” it is intended to prepare students for their upcoming unit assessment. Therefore I will be formally assessing student knowledge throughout the lesson to ensure that they are thinking on the right track. I will do this by beginning my lesson with a quick Plicker to review the author's purpose. We will review the correct answers as we do them so students are set up for success prior to reading the text. I will also have the student do a turn and talk for about 1 minute where I will circulate around the room with my clipboard and listen in on conversations about how they think the author's purpose applies to the meaning of the text.</p> <p>I will have a summative exit ticket where students will have 2 questions to answer. I will collect the exit ticket and review the correct answers with students but I want to gauge what they know in order to plan for reading the next day. Therefore, this is summative but students will still have the opportunity to immediately find out the correct answer and we can address any misconceptions that may come up.</p> <p>The summative exit ticket (2 days):</p> <p><b>Day 1 Authors Purpose:</b></p> |

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Part A: Why did the author write the passage?

- a. To make the reader feel happy about families doing chores.
- b. To give facts and information about how a family works together on a farm. (correct answer- to inform)
- c. To convince the reader that they should their own farm (students would pick this if they believe it is persuade)
- d. To make the reader believe owning a farm is better than living in the city (also persuade)

Part B: What detail from the text supports your answer to part A?

- a. "The family plants, waters, and picks fruits and vegetables."
- b. "I love seeing who will eat the food"
- c. "The heat warms their home and barn"
- d. "Mary Gelder is ready for work"

**Day 2 Text Features:**

Why does the author include photographs with captions:

- a. To show how to make jam
- b. To show what apples look like
- c. To show more information about what the family produces
- d. To show how much it cost to make jam.

**How does it align with your objective?**

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|   | <p>This aligns with my objective because the answer choices allow for students to explain their knowledge about the author's purpose and text features. For the part A and B question, students must be able to select the correct answer and the part b represents the "explain" portion of the objective where students must select a detail that explains and supports their part a- we refer to this as the frosting on the cake in my classroom because for the cake to be good and taste delicious, we must support it with frosting. For the second question the students must first be able to identify that photographs and captions are text features and then explain in their answer choice that these text features are used to add information to the text.</p>  |
|   | <p><b>Is your assessment formative or summative? Why did you make that assessment decision?</b></p> <p>I am doing both formative and summative assessments during this lesson because my inquiry this semester is "how can I incorporate more formative assessment into my instruction to track student progress and combat misconception". Through that inquiry I have begun implementing Plickers at the beginning of lessons to help address any misconceptions prior to the lesson.</p> <p>I will also be using summative assessment as a way to track student knowledge so that I can plan for the following lesson. However, I will be allowing students the opportunity to know the correct answer. I will just be recording their original answer for me to assess my teaching strategies and adjust them for the following day.</p> |
| <p><b>Assessment Scoring/Rubric</b><br/>         What are the criteria for how you will assess student learning/student work? If you're using a rubric, include your rubric here.</p> | <p>If the student gets a check + they answered all questions correctly independently and could teach the concept to a partner.</p> <p>If the student gets a check they got the answers correct but with assistance or they got most of the answers correct unassisted.</p> <p>If the student gets a check- they got one answer correct without assistance</p> <p>If the student gets a star they got no answers correct and will be retaught</p>   |
| <p><b>Part 2: Lesson Implementation</b></p>   |  |



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| <p><b>Management &amp; Environment (integrated throughout your step-by-step plan):</b></p> | <ul style="list-style-type: none"> <li>● How will you arrange yourself and the students (location in the classroom, seating)?<br/> <p>I will be at the front of the room at the board as well as circulating. Students will be at their desk.</p> </li> <li>● What processes &amp; procedures will you use? How and when will you communicate those to students?<br/> <p>I will ask the students to present themselves: “let me see who is presenting themselves”<br/>                     I will give hand raising reminders by silently raising or verbally asking for a hand<br/>                     I will use a 2 min transition timer presented on the board<br/>                     I will have students “check for respect” -goal from CT Observation</p> </li> <li>● What expectations will you have for the students? How and when will you communicate those to students?<br/> <p>Our class has 5 classroom expectations that we go over daily to earn flower pedals: I may remind students at the beginning of the lesson that we are working towards aiming a petal as well as table points</p> </li> <li>● What strategies will you use if students do not meet your expectations? Are there specific students who require a more extensive management plan? What will that consist of?<br/> <p>If a student does not meet my expectations I would give them a warning. If they continue to not meet expectations I will have them write their name on the clipboard. If it is a student that requires a more extensive management plan I would likely have a short one-on-one conversation with them during independent time to dig deeper into the issue and try to create a plan with the student on how they can turn it around and finish the day strong.</p> </li> <li>● What will students do if they complete the task quickly?<br/> <p>If students complete the task quickly they may edit their work, move on to their green folder, or do their blue/pink/purple station folders</p> </li> </ul> |
| <p><b>Materials</b></p>  | <p>Both Days:<br/>                     - slides objective (learning target)</p>   |

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| <p>(What materials will you use? Why did you choose these materials? Include any resources you used. This can also include people!)</p> | <ul style="list-style-type: none"><li>- slides with new vocab words: demand/produce/consume</li><li>- slides with author's purpose/ Plicker</li><li>- Wonders book pages 60-63</li><li>- class roster checklist - for me!</li></ul> |
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**Differentiating Instruction**

(adapting instruction to meet the needs of individual students or groups of students)

**How will you differentiate instruction in this lesson? Circle those that apply:**

Process    Product    Content    Readiness    Interest    Learner Profile

**Describe what/how you will differentiate:**

Based on my classroom assets profile, students are engaged when the lesson is interactive. Therefore, by incorporating body movements in places like vocabulary words I am differentiating the learner profile and process of instruction.

My students also thrive with graphic-based visuals such as powerpoints with a model. Therefore, I will be differentiating instruction for the learner profile and process by including a powerpoint with the pages on it that the students will be reading. I will also be following an I do, We do, You do model where the students will see me read the first page while pointing to each word, together we will read the second page and I will continue to point to each word.

My students have been successful during teacher lecture/ student listen auditory instruction. Therefore, I will be differentiating the learner profile and process of the lesson by conducting a think aloud where the students will hear me think through the process of deciding if the author's purpose is to persuade, to inform or to entertain.

My students have taken an interest in their partner work and collaboration during reading based on the data I have collected thus far in the semester. Therefore, I will incorporate a think/pair/share into the "we do" portion of the lesson.

As part of my data and research, I have started to incorporate Plickers as a formative assessment prior to the reading lessons. The students have really enjoyed this type of formative assessment. It prepares the students for their learning objective while also instantly telling me who needs scaffolding during the lesson.

Data: This is from my classroom assets profile as well as my data and research assignment.

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|   | <p><b>Which specific students will benefit, and why?</b></p> <p>By incorporating <b>kinaesthetics</b> into my instruction, the <b>ELLs as well as students with high movement needs will benefit</b> because they will be able to associate different words with different movements.</p> <p>The students that will benefit from my <b>visual powerpoint and explicit model</b> are <b>ELLs as well as the students who are visual learners</b>. These students will be able to see exactly what page and word we are on because I will be pointing as I read the words.</p> <p>All <b>ELL and auditory learners will benefit</b> from my <b>think aloud</b> because it will model exactly what they will need to be thinking on their own on the following pages.</p> <p>The students that will benefit from a <b>think/pair/share</b> are the <b>ELLs as well as students who may be too shy to share out to the class</b>. This fosters an equitable environment because it allows all students to be able to share in a comfortable space before sharing out to the class. It also engages students and holds them accountable.</p> <p>All students benefit from the <b>picker activity</b> because it gets them ready and engaged for the knowledge they will have to obtain during the lesson.</p> |
| <p><b>Differentiating Instruction</b><br/>(adapting instruction to meet the needs of individual students or groups of students)</p> | <p><b>How will you adapt this lesson to meet the needs of individual students or groups of students? (content? materials? level of support? pace? etc.). Make connections to your student asset profile.</b></p> <p>Since this lesson is not testing students on their ability to read and we have many developing readers in our classroom, <b>I will be reading the exit ticket out loud for the students as well as the answer choices.</b></p> <p><b>I will pull about 4 ELL students to work with my CT at the back table so that she can provide more one on one support and read the exit ticket to them slowly and as many times as they may need.</b></p> <p><b>I will also be circulating the room and helping any other ELLs by rereading the text and exit ticket as needed.</b></p>   |

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| <p><b>Accommodations</b><br/>(What students need specific accommodation? List individual students (initials), and then explain the accommodation(s) you will implement for these unique learners.)</p> <p>*If you don't have students who require these accommodations, describe what you WOULD do if you did have these students.</p> | <p><b>What accommodations will you make for students who are English Language Learners? (Refer to your ESOL Strategies checklist and list specific strategies)</b></p> <p>ELL accommodations are incorporated into the lesson differentiation: partner reading/think alouds, kinaesthetics/ visuals/ one-on-one (small group), rereading</p> <p><b>What accommodations will you make for students who have an IEP or 504 plan?</b></p> <p>-extended time<br/>-smaller chunks of assignments<br/>-word banks and visuals</p> <p><b>What accommodations will you make for students identified as gifted and have an EP (education plan)?</b></p> <p>Gifted students will work on adding more detail and telling me what the author would do if they were trying to persuade and inform the reader.</p> |
| <p><b>References</b> (Planning of instruction should be guided by research-informed approaches. Acknowledge references used to inspire lesson ideas.)</p>  | <p>Lesson set up: My CT- She has inspired the framework for this lesson by doing this every week in her classroom. (I have collected data in my own notebook on her framework for teaching)</p> <p>Lesson content: (2022). <i>Wonders Florida</i>. McGraw Hill.</p>  <p>Plickers formative assessment: Duckor, Brent. (2014). <i>Formative Assessment in Seven Good Moves</i>. ASCD. <a href="https://www.ascd.org/el/articles/formative-assessment-in-seven-good-moves">https://www.ascd.org/el/articles/formative-assessment-in-seven-good-moves</a></p>  |

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**Step-by-Step Plan**

(What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)

Where applicable, be sure to address the following:

- What Higher Order Thinking (H.O.T.) questions will you ask?
- How will materials be distributed?
- Who will work together in groups and how will you determine the grouping?
- How will students transition between activities?
- What will you as the teacher do?
- What will you as the teacher say?
- What will the students do?
- What student data will be collected during each phase?
- What are other adults in the room doing? How are they supporting students' learning?

1. **What is the content area for this lesson?** : reading
2. **What is the expected lesson structure for a lesson taught within this content area? In other words, what lesson structure is appropriate for teaching within this content area? (5Es; guided/gradual release/etc.):** I do, we do, you do

Step-by-step plan:

**Time:**                      **Action Steps:**

Transition before lesson: students need hard cover wonders book and their plicker cards out on their desk

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| 1:25-1:27 | <ul style="list-style-type: none"> <li>- Present the learning objective slide:                             <ul style="list-style-type: none"> <li>- "aim at your target: we can explain the author's purpose in the text <i>Families Working Together</i>. Release. We will be <u>successful</u> when we can explain if the author is persuading, informing, or entertaining in a part a/b exit ticket."</li> </ul> </li> <li>- Present the author's purpose slides:                             <ul style="list-style-type: none"> <li>- "everybody say: persuade *motion of lassoing* convince to do or try"</li> <li>- "say: inform *pushing up glasses motion* using facts and information"</li> <li>- "say: entertain *laughing motion* a story for the reader to enjoy"</li> </ul> </li> </ul> |
| 1:27-1:30 | <ul style="list-style-type: none"> <li>- Present the plicker:                             <ul style="list-style-type: none"> <li>- "Today we will be doing a quick plicker, my goal is for us to do this in 3 minutes so make sure that we are holding at the edges and high up for Miss. Mistler to see and the black part is facing me!"</li> </ul> </li> </ul>  |
| 1:30-1:33 | <ul style="list-style-type: none"> <li>-</li> </ul>  |

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|  |           | <ul style="list-style-type: none"> <li>- Present Vocab Slide: demand/produce/consume</li> <li>- “Today we will be learning some new vocabulary words that we will see in the story “Families Working Together””</li> <li>- “Say demand *hands clapping* give it now *grabbing motion*: if there is a demand for something it means that people need that thing and they want it <u>now</u>. When do they want it? <u>now</u></li> <li>- “say produce *hands extending from chest* to make: if someone is producing something they are making it. For example, Coldstone Creamery produces ice cream.</li> <li>- “say consume *hands pulling towards chest in grabbing motion* to buy *rub fingers to represent money* or eat *hand to face motioning eating*”<br/>Example: people consume the ice cream from Coldstone Creamery”</li> </ul> <p>- “These are all words that we will see in our reading today”</p> |
|  | 1:33      | <p>“Turn to page 60 in your books in 10,9,8... it should look like this”<br/>*points to board*</p>   |
|  | 1:34-1:37 | <p>“I am going to read page 61 first and think about if the author is trying to persuade me, inform me or entertain me”</p> <p><b>“everybody get their reading finger ready”</b></p> <p>*begin reading and pointing at the words as I go*</p> <p>“Now, if the author were trying to persuade me they may say “you should wake up at 3:45 am and start your own farm with your family.” If the author were trying to entertain me they may say “One day Mary and her mom go to the farmers market to find their favorite fruit”. Therefore I think the author may be trying to inform me because they say “their work doesn’t stop there. Each day they do many chores...plants, waters and picks fruits and vegetables” these are all facts and information about what the family has to do to work together on the farm!</p>  |

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|  | 1:37-1:42 | <p>“everybody turn the page and <b>get your reading fingers ready</b>, we will read this page together, as we read think about the author's purpose”</p> <p>*begin reading with the class*</p> <p><b>“now point to your partner” *make sure every student has a partner*</b></p> <p>“with your partner I want you to talk about what the author's purpose is on page 62. Let’s do this at a voice level 2 quiet whisper. And ask your partner “do you want to go first or me. You have 2 minutes!””</p> <p><b>*circulate with clip board and listen in on all conversations”: formative assessment</b></p> |
|  | 1:42-1:44 | <p>“everyone get your reading fingers ready and now you will independently read page 63.”</p> <p>*circulate and ensure that all students are reading or being read to if needed*</p>   |
|  | 1:44-1:48 | <p>“I am going to pass out your exit ticket of a Part A and B question. Make sure you think about your cake and frosting, your answer to part B should support your answer to part A!”</p> <p>“I am going to read part a now, give me a thumbs up when you have your answer”</p> <p>“I am going to read part b now, put your name on your paper and put it in the air for me to collect when you are finished.”</p>  |
|  | 1:48-1:50 | <p><b>*review the correct answers on the board with students*</b></p>  |
|  | 1:50-1:55 | <p>“At this time I will call you by table to put your materials away. When your materials are put away, meet me on the rug for reflection. If you are an inspector please come grab a</p>  |



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|  | <p>wipe from me and make sure there is nothing on the floor”<br/>*call tables based on who is presenting themselves the best*<br/>*reflect with students on the carpet about if we met the objective and reflect about day*<br/>*line students up: car riders go to Gray, ELP lines up at the board, walkers line up at the door.*</p> |
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