

Solar Lesson Plan Format

Age Level: 2nd

Subject(s) Area: Language Arts

Materials Needed: Book

Standards:

Code and description:

2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through media.

Objectives:

What will the students know or be able to do?:

Cognitive Level of Lesson (Bloom's Taxonomy):

Action verb (bloom's taxonomy) + primary learning focus + *accuracy level*

The students will **discuss** questions from an on-level book which I read aloud to help them understand inference from the key details with 90% accuracy.

Learning Activities:

Opening Element: (2 minutes) "This past week we have talked about inference. Who remembers what inference means?" wait for responses "Today I am going to read a book to you, while I read this book I want you to use your skills we talked about earlier."

Reflective Questions: "Who remembers what inference means?"

Required Vocabulary: Inference: connections based on previous knowledge

Instructional Methods: (5 minutes) Show the students the front of the book and ask them what the book is about. Read the book No, David. Throughout the book ask them to use inferences to predict what is going to happen on the next page.

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc. (within the previous 5 minutes) Ask the students questions about what is happening on each page. This is when I will go stop and look at each page. "What do we see happening on this picture? Have you ever played with your food at the table? What inference can we make from our previous knowledge if we have played with our food?"

Independent Concrete Practice/Application: practice of skills in practical ways (3 minutes) Ask the students to think about a time that may be similar to what David did in this book. After 30 seconds

of thinking then come back and have the students tell their thinking partners. Walk around the group to make sure that everyone is understanding.

Differentiation:

Wrap-Up: Tell the students that when we come back together from having break out groups that we will talk more about urban cities. Ask the students who is doing what for their independent time.

Assessment:

Formative:

(formal assessment) Cork board, students are able to collaboratively post their closing thoughts, ideas, questions, or comments on a digital cork board. Probably would not have them do it on-line, but I will give them sticky notes and they will need to write down one inference that they had while I read the book that connected to a key detail.

(informal assessment) cold calling, call on a student or a thinking partner pair to ask them what their inferences are.

Individual Measurability:

Summative:

The students will be giving a picture and they will have to write inferences from the picture.

Reflection:

Remember to remind the student about what happens when we get too funny during a book. Work on a way to being and finish effectively. Clipboards w/sticky notes with groups. Hand them out to each person on each page. Demonstrate on a sticky note what I want. Do not use words k and yeah, instead rephrase what they said. Think of better ways of responding to students. I was gentle and patient during this lesson. I did a good job of making sure everyone could see the page. Letting everyone come up to see family portrait and then having them sit back down right away. It was an easy transition. When I skipped a page- a student saw that it happened. I said thanks for noticing and then I moved on.

This is a great to help a student who may be struggling, because then there is reinforcement of the correct way to do it right away. And a struggling student can see how another student formulates an inference and it will help them.