

<b>Grade:</b> 2 <sup>nd</sup>		<b>Subject:</b> Language Arts	
<b>Materials:</b> mentor text, whiteboards, dry erase markers, projector		<b>Technology Needed:</b> none	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• <b>Direct instruction</b></li> <li>• <b>Guided practice</b></li> <li>• Socratic Seminar</li> <li>• Learning Centers</li> <li>• Lecture</li> <li>• Technology integration</li> <li>• Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>• <b>Large group activity</b></li> <li>• Independent activity</li> <li>• <b>Pairing/collaboration</b></li> <li>• Simulations/Scenarios</li> <li>• Other (list) Explain:</li> <li>• Hands-on</li> <li>• Technology integration</li> <li>• Imitation/Repeat/Mimic</li> </ul>	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• <b>W.3.b</b> Include details to describe actions, thoughts, and feelings.</li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> Students below proficiency will be at a lower level than those above proficiency.  <b>Above Proficiency:</b> Students above proficiency will be at a higher level than those below proficiency.  <b>Approaching/Emerging Proficiency:</b> Students will be placed into groups by names being picked from a cup, which will allow different level of learners to work together.  <b>Modalities/Learning Preferences:</b> A variety of instructional strategies are offered in this lesson. Direct instruction starts the lesson off. Independent work is included as the students work in partners. Group work is implemented when the students discuss the questions and come up with answers. Many learning styles are incorporated.	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>• By the end of the lesson, students will be able to describe actions, thoughts, and feelings by identifying interesting word choices in a story.</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Identify</li> </ul>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Students will sit at carpet spots during the large group activity.</li> <li>• Students will raise hand when answering or asking a question.</li> <li>• If asked to write something on the board students will come up respectfully and not step on anyone.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will be expected to adhere to listening and answering question procedures (ex. raise hand when they have a question).</li> <li>• When transitioning to their designated seating positions, students will remain quiet and respectful as expected by the classroom rules.</li> <li>• Students will be respectful to the teacher, others, and themselves.</li> <li>• Students will work at a whisper level when working with partners.</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>2min</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have copies of The Lemonade Stand ready for when children get into groups.</li> <li>• Be ready to pair students by picking names from the cup.</li> <li>• Have white boards ready for students to use during the lesson. (They can grab the white boards and markers if this is easier than setting them out for them)</li> </ul>		
<b>3-5min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		

	<ul style="list-style-type: none"> <li>• <b>“Have you ever read an exciting story?” (Getting interest)</b> Let students share different exciting stories they have read.</li> <li>• “I want everyone to close their eyes and think of something that you really like. It could be a favorite food, candy, movie, game, holiday, or anything you can think of. Now I want you to think of how you would describe this to a friend. What word would you use to tell your friend about what you really like.”</li> <li>• “My favorite food is spaghetti and if I was describing this to someone I would say it is delicious!”</li> <li>• <b>“What are some words that you thought of to describe what you really like?” (Diagnosing and Checking)</b> The students can write these on their whiteboards.</li> <li>• Let the children say some words they chose and write them on the whiteboard. Leave them there to use when explaining word choice or ask for more examples from a story they have read.</li> <li>• <b>“What are some examples of exciting words from stories you have read?” (Recalling specific facts or information)</b></li> <li>• “Today we are going to be learning how to make our words more interesting. Sometimes authors use boring words or use the same word over and over. When we replace those words with more interesting words, our writing becomes more exciting.”</li> </ul>
10min	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• Have their examples written on the board. “These are some words that you used to describe something.” If there is one that could be more interesting use it and ask students what other word they could use to make it more interesting. If they are all interesting words, then keep them on the board and use them as examples.</li> <li>• “These are common words we use when writing. Good, said, and fun. (Write on board) Let’s start with the word good and think of other words we could use to make this more interesting.”</li> <li>• Give students time to brainstorm different words they could use for good and then write them on the board. (delicious, mouth watering, wonderful, fantastic)</li> <li>• “Now what are some interesting words we could use for said?” Give students time to brainstorm different words they could use for said and write them on the board. (exclaimed, declared, replied, announced, ordered)</li> <li>• “How about the word fun. What are some interesting words we could use instead?” Give students time to brainstorm different words they could use for fun and write them on the board. (exciting, entertaining, enjoyable)</li> <li>• “Now, I am going to write a sentence and I want you to write an interesting word on your board that can finish this sentence.” Ex. Snack was....., Games are....., “We love math,” they....</li> <li>• “Turn and tell a friend a word you would use to finish this sentence. <b>Did everyone think of a word?” (Managing)</b></li> <li>• You can do this a few times with different sentences and check student’s whiteboards by having them hold them up and then write an example on the big whiteboard for them.</li> <li>• Go through The Lemonade Stand story with the students before handing it out. Look through the first few lines with them and point out some interesting word choices.</li> </ul>
10min	<p><b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “Now that we have practiced choosing interesting words, I am going to hand out this story and when I call your name I want you and a partner to find some interesting words the author used in the story.”</li> <li>• “I want you to think about this question: <b>What word would I use in this sentence instead of the one the writer used?” (encouraging higher-level thought processes)</b></li> <li>• Hand out The Lemonade Stand story by picking names from the cup to pair up students.</li> <li>• Remind them that they will need a pencil to do this work and to work together and take turns finding interesting words.</li> <li>• Give students time to work and walk around the room to observe their work and guide them if they are confused about the activity.</li> </ul>
5min	<p><b>Review (wrap up and transition to next activity):</b></p>

	<ul style="list-style-type: none"> <li>• Gather students back together by ringing the bell and having them sit back in their square spots.</li> <li>• “Now that you read this story, what are some examples of interesting words you found?” (Structuring and redirecting learning)</li> <li>• Call on a few students and use the projector to circle the words they did so all of the students can see on the smart board.</li> <li>• “Are there any questions about using interesting words to make your story more exciting?” (Allowing expression of affect).</li> <li>• “Now next time when you work on your stories you will be adding some interesting words and making you writing more colorful and exciting.”</li> <li>• “Next, we are going to do spelling. Please quietly put the whiteboards away and get your spelling book.”</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> <li>• The teacher can see words students write on their white boards and see if they are understanding the lesson.</li> <li>• The teacher can walk around the room when the students are working together and ask questions about why the circled a word or what words they think are interesting in the story.</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>• When students write their stories, the teacher can look through the journals to see if they have used interesting words.</li> <li>• The teacher can also walk around the room and ask students to read the story to them and see if they used interesting words.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson went well but could have a few changes. This was the first time they were introduced to interesting word choice and it was difficult to get them to understand the difference between more exciting words and less exciting words. Some of the students were able to understand but others found it more difficult. One thing I would do differently is create a chart with the students and have them think of words that they would use to describe something. I would write those words down and then ask them if they think they could use bigger words instead of these. I would have them think of some and then give them examples of what they could use as well. I would also have a list of words printed out so they could use them while practicing their sentences. I would maybe then play a game with them and have them go around the classroom and pick out an object they want to describe. Then we would sit in a circle and go around to each student have them describe their object. If they need help using descriptive words they can look up at our list or ask a friend for assistance. This may engage the students in the lesson more and apply it to their life and at school.</p>	