

SOLAR LESSON PLAN FORMAT

Age Level: 2nd

Subject(s) Area: Lang. Arts (Poetry/Fluency)

Materials Needed: Copy of poem on computer, projector, marker for board, mini-copies of poem, class list of names

Standards:

Code and description:

2.RF.4 -- Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Objectives:

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

Students will be able to understand and show they know how to read the poem and show fluency by understanding the punctuation in the provided poem.

Cognitive Level of Lesson (Bloom's Taxonomy): Understanding

Learning Activities: 15-20min

Opening Element/Reflective Questions/Instructional Methods:

1. Have students come to carpet in front of white board
 - a. Have poem (Isabella Gumble) with past work (highlighting, vocab box, etc.) projected on the board so students are able to read it.
2. Ask students to remind you what we have been working on over the past two days because "you forgot"
 - a. Students should talk about "who, what, where, when, why, how"/getting to know poem from Monday and vocab words from Tuesday.
 - b. Ask them if they remember how Miss Jensen taught punctuation last week.
 - i. Ask them what the different punctuation is
 1. **Comma**- take a breath, slow down for a bit (hand 'swoosh' with a breath)
 2. **Period**- Stop! There is a new sentence! (stop sign with hand)
 3. **Exclamation point**- Read with expression, something exciting is happening! (trace exclamation point with finger)

3. After reminding students what the different punctuation does, explain to students that I will use Stick Pick to pick students to come up to the board and either
 - a. **CIRCLE all periods**
 - b. **DARKEN (trace) all commas** (students may darken 2 being there are so many)
 - c. **HIGHLIGHT all exclamation points**
 - d. If students see one they cannot reach, I will use pen and follow their instruction on what to do.
4. Go through students until all punctuation is taken care of.
5. Once all punctuation has the appropriate marks read through the poem- as a class and use hand gestures to remind selves when to take a breath, stop fully and use expression
 - a. This can be used as a formative assessment, because all students should be participating in hand gestures allowing teacher to see if they are following along and understanding.

Technology:

-Use "Pick Stick" (app on Miss. Jensen's iPad) to pick random students to come highlight/circle the appropriate punctuation.

-Poem is projected on board and is able to be interacted with through smart pen.

Required Vocabulary:

1. **Comma**- take a breath, slow down for a bit
2. **Period**- Stop! There is a new sentence!
3. **Exclamation point**- Read with expression, something exciting is happening!

Guided Practice Strategies:

- Reminding students of previous lesson, explaining that this one is similar.

-Build off of information we have learned in the past.

Independent Concrete Practice/Application: Read the poem together as a class, making sure to follow the punctuation rules.

Differentiation:

-Repeat when necessary.

- Hand motion allows for some movements

-watch students throughout lesson. If they are getting the wiggles have them stand up in their place to do the hand gestures.

-Movement of going to the board will help with this too

Wrap-Up:

1. Go over punctuation one last time with students
2. Explain that tomorrow we will be going over letter sounds within the poem.
3. Have students transition by handing out the poem individually (one-by-one) and taping or gluing the poem into "Reading Notebook 1".

Assessment:

Formative:

Happens within poem when Students are making hand gestures and reading.
Summative will happen at end of week with final lesson.

Reflection:

My original Reflection did not transfer over, once it is found it will be placed here. (10/18/2017)