

Daily Lesson Plan

Your Name: Stephanie Scheldt **Grade Level:** Second **Date:** March 16, 2011

MT: Debby Mangopolous **School:** Midway Elementary

1. **Overall lesson topic/title:** Mrs. Mack – Defying initial expectations

2. **Grade Level Content Expectation(s):**

- RL.2.3. Describe how characters in a story respond to major events and challenges.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

3. **Develop 1-2 objectives that are specific to your interpretive discussion.** These may be written as one sentence (e.g., During [activity], students will be able to xxx... as evidenced by xxx...), or as three separate sentences that address each criteria.

- In a whole class discussion, students will identify how the character responds to major events and challenges in *Mrs. Mack* describing how Patricia’s feelings have changed and why.
- Students will make personal connections to *Mrs. Mack* by writing about a time when they experienced something that turned out differently from their original expectations by including details describing their actions, thoughts, and feelings.

4. **Materials & supplies needed:**

- Mrs. Mack by Patricia Polacco
- Pencil and Paper

5. **Briefly describe your target student and the learning and/or participation challenges s/he faces:**

Chris is a shy student who I have been able to read with on a few occasions. He struggles with fluency but for the most part seems to comprehend what is read. Chris has also recently begun taking ADD medication because he has trouble focusing. Chris is usually not willing to share his thoughts during the discussion because he seems to be nervous. I hope to make the discussion environment positive so all students will be open to sharing. I also intend to stop and do some comprehension checks to make sure I am not losing students like Chris.

Procedures and approximate time allocated for each event (Note: use bullet points to outline your ideas)

BEFORE READING:

• **Introduction to the lesson**

- Tell students that “Today we are going to try and critically read *Mrs. Mack* and I want you to pay close attention to the story because you will be writing your own afterwards.
- Ask if they know what “critically” means. Explain how we

Academic, Social and/or Linguistic Support during each event for one target student

I will ask Chris to repeat what a student correctly defines critically as to make sure he is engaged and understand what

are going to discuss the book as we read. "I will need your help because I already know what I think about it, but I want to know what you think. I need your best attention and I can't wait to hear what each one of you thinks about the book." (5 minutes)

OUTLINE OF KEY EVENTS FOLLOWING YOUR INTRODUCTION:

- **Picture Walk**
- **Discussion what students think the book will be about and what they can infer from titles and pictures**
- **Remind students to listen closely**

• **During Reading:**

- Read the text using voices to represent each character and try and keep the students engaged.
- Point out specific things along the way including difficult vocabulary, asking students how Pat feels at a given time and how it has changed through the story.
- Ask student to make predictions about what they think will happen by having them share with a partner or whole group at different points in the story.

(30 minutes)

• **After Reading:**

- Asking students what they thought of the book and if they can identify a message this book teaches us.
- Ask students to their seats quickly and quietly and wait for further instructions.
- Ask how Pat's view of Mrs. Mack and everyone at the stables changed over time.
- Fill out a defying initial expectations worksheet as if the students were Pat to model how to complete their post-assessment.
- Tell students a story about something in my life where my expectations were not met. Then explain to them the activity, in which they will be writing about a time when something turned out differently than they expected, how their initial ideas were changed and why.
- Ask students to begin writing using their best second grade handwriting, try their best at spelling, and that I look forward to reading about each and every one of their experiences (20 minutes)

CLOSING SUMMARY FOR THE LESSON:

we are doing.

I will try to have Chris sit towards the front so he will hopefully be more engaged. I may let him give the picture walk so he is excited and wants to participate in the lesson.

Sharing with a partner will make Chris more comfortable voicing his opinions. I may have his partner share what he said so I can comment on and validate his thoughts.

I will make sure I pass papers to Chris first because he often takes more time than other students to complete his work. I will check in with multiple students including Chris while they are writing to make sure they are on track and help them elaborate on their thoughts, feelings, and actions.

I will sit down near Chris while

<ul style="list-style-type: none"> • <u>Bringing closure</u> • Ask a student to share their experience and comment on how this relates to Pat’s story or their own. • Ask students to try to read future books critically and ask themselves why something might be happening. (8 minutes) 	<p>students are telling their story. I hope this will motivate him to pay attention and hopefully have something to comment on.</p>
<p><i>Post-Assessment:</i></p> <ul style="list-style-type: none"> • Assess their mastery of the group discussion objective by watching the tape of who participates in the discussion and how they interpret the text. • The before and after activity will be mainly graded for how students connect the story to their lives as well as spelling, neatness, and if it is complete. 	<p><i>Academic, Social, and/or Linguistic Support during assessment for your <u>target student</u></i></p> <p>I will try and use popsicles sticks to select students to share their ideas. Hopefully this will keep all students attentive and have an answer ready to share. I will just try to ensure he stays on task.</p>

Name: _____ Date: _____ Time: _____

Your experience: _____

_____.

	Before
I expected....	
I wondered....	
I thought....	
I felt....	

	After
I found...	
I thought...	
I felt...	