



Lesson Plan Model¹

Lesson Title/#: Where the Wild Things Are

Grade Level: 2nd Grade Language Arts

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The central focus for this content is for the students to learn the 5 W's (and H) to ensure a full understanding of the literature.</p>	
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>RL.2.1</p>	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	<p>RL.2.2</p>	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson?</p>	<p>The students will read the book to expand their vocabulary and knowledge. They will help develop a "W" map which asks the Who, what, where, when, why, and how.</p>	

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>They will be able to tell me “who” the characters are, “what” happens in the book, “where” it takes place, “when” it takes place, “why” these events happen, and “how” did the events happen. They will learn new words such as “setting” and “narrative”. The students will understand that the setting is the time and place the story occurred. They will understand that a narrative is another word for story.</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Prior to reading this book, we discussed fantasy/sci-fi books. They learned that fantasy books are fiction and can be classified as such because they contain unrealistic settings, magic, etc. What the students did not know prior to reading this book, is the how to find the 5 W’s (and H). This is an important aspect of reading as it helps the students better comprehend the story they have just read. It also allows them to comprehend other books/stories they will read in the future.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>6</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will exit the classroom to change into my “footie” pajamas (as worn in the book). When I return, I will run into the classroom yelling “I’ll eat you up.”</p> <p>I will then allow my class gather together on the rug and will read the book to them.</p>
<p>Instruction <u>20</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting</p>	<p>We will have a PowerPoint presentation/discussion where I will explain what the 5 W’s (and H) are and why they are important to know.</p> <p>I will link the new content to their prior academic learning because they already know what the words “Who, what, where, when, why, and how” mean. They know that who refers to a person, where refers to a place, when refers to a time, etc.</p> <p>I will ask them “who was in this book? What are the characters names?”</p> <p>I will also ask “Where did this story take place?”</p> <p>I may ask them “How did this happen” and allow them to decide how the events took place. They will learn the cause and effect of Max’s actions and how they led him to the Wild Things.</p> <p>I will engage the students by stressing the importance of knowing the 5 W’s (and H) and give them examples from other books and stories so they may better comprehend the lesson.</p> <p>The students will ask questions and break off into groups for a learning activity (see Structured Practice and Application)</p> <p>I will determine that the students are meeting the intended learning objective because we will do this with every book we read for the rest of the school year. They are working in groups today. But from now on, they will do this independently. The students will get plenty of practice.</p>

<p>the intended learning objectives?</p>	
<p>Structured Practice and Application ___40___ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>The students will separate into groups (each group getting a W or H). Each group will have a large letter (W or H). They will write down the W (or H) that they have been assigned (Who, what, where, when, why, or how). They will state what it means or how to find it. Example: Group 1 is assigned “Who”. They were given a large W cutout. They must write “Who” and what it means (characters in the story). They will then write down the “who” of Where the Wild Things are. In this case, the “who” is Max, the Wild Things, and Max’s mom.</p> <p>Students will apply what they learned by creating a poster in groups. Again, they will be separated into groups and will each get a W or H. Each group will create a poster that will have the name of their W or H, what it means, and what that is in the story. They will use markers and crayons to make this poster colorful.</p> <p>I will know that the students are meeting the learning objectives if they are actively participating in the lesson, they are helping their group with the poster, and if they are able to complete the independent worksheet that will be required.</p>
<p>Closure ___4___ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by asking the students what their favorite W or H is and why they think that it is important to know the 5 W’s and H.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p>

<p>with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>I will allow students to work in groups when they are working on their huge letters. (see Structured practice).</p> <p>When forming groups, I will use popsicle sticks to pick at random or may go in alphabetical order.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If my PowerPoint crashes or does not save properly, I can look up a video on YouTube that is like the lesson and will catch their attention.</p> <p>But I will have my book and my footed pajamas.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson</p>	

<p>appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>I will need a PowerPoint, the book, and my footed pajamas. I will also need the large letter cutouts, markers, etc.</p> <p>The students will not need any materials as I will provide what they need. If anything, they will need a pencil.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p>

students what changes would you make to your instruction ?	<i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.