

Lesson Plan Day 1

January 4th, 2018, Second Grade

Learning Goals/Objectives

Students will use existing knowledge to learn new concepts about New Year's Resolutions to complete final green screen projects.

Students will be able to illustrate their personal New Year's Resolutions using examples provided by instructor.

Common Core Content Standards

2nd Grade

Creativity and Innovation: Apply existing knowledge to generate new ideas, products, or processes.

Reading: Key Ideas and Details: Ask and answer questions as *who, what, where, when, why and how* to demonstrate understanding of key details in a text.

3rd Grade

Creativity and Innovation: Apply existing knowledge to generate new ideas, products, or processes.

Reading: Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Methods

Prior to the lesson the teacher will have a PowerPoint presentation of the book "Squirrel's New Year's Resolution" complete and ready to share with the class. The teachers will also have multiple copies of the New Year's Resolution Graphic Organizer ready to give to children later on in the lesson. The smartboard will already be on with the digital story and introduction video pulled up ready to play for the students. At the beginning of the lesson the students will be seated in their chairs facing the front of the room where the teacher will be standing. Ms. Campbell will draw the student's attention to the teachers by saying "Welcome to technology class, friends! Today and tomorrow you are going to be learning how to use a green screen!" Ms. Campbell will say, "Right now you are going to watch this video that I created using the green screen that you will use tomorrow. So please enjoy this video made by a group of teachers (Ms. Campbell being one of them) introducing themselves using the green screen!" Once the video begins the teacher will step to the side of the smartboard for the students to view the introduction video.

Once the video has played, the teacher will stand back in front of the smartboard. Ms. Campbell will say, "Now that you know who these women are and what they were trying to teach you, let's get started!" Ms. Campbell will pull the digital story of "Squirrel's New Year's Resolution" up on the smartboard and then take the hardcopy of the same book out of the bag and stand in front of the room. Ms. Campbell will address the class by saying, "Today I will be

reading Squirrel's New Year's Resolution. While I am reading it, an assistant teacher will be clicking through the different pictures of the story so that everyone can see all the pictures." Ms. Campbell will continue by saying, "Before we get started I want to ask my friends a question. Does anyone know what a New Year's Resolution is?" The teacher will scan the room for hands raised. Ms. Campbell will call on students with hands raised. Students will give their best guesses. Ms. Campbell will say, "Very good guesses! When the New Year came around I wanted to change some things I do in my life. It is the start of a brand-new year, I wanted to do things for the first time!" Ms. Campbell will then say, "So like we just said, a New Year's Resolution is something new you do at the beginning of a new year." Ms. Campbell will say, "So if last year I did not drink a lot of water, but this year I want to start drinking more water. My New Year's Resolution is to do what?" Ms. Campbell will scan the room for hands raised and call on students. The students will answer, "Drink more water!" The teacher will say things like, "Good job, Right!"

Ms. Campbell will say, "So now that we understand what a resolution is, we are going to read a book about someone making a resolution." Ms. Campbell will then hold the book up so the class can see it and read the title. As Ms. Campbell is reading through the hardcopy story, the assistant teacher will be clicking slides to the digital story that match the pages on the hardcopy. Displaying the digital story allows the class to visualize the story more and with these visuals they will better understand concepts explored in the book. I will read the book to the students asking questions along. The list of questions can be found at the bottom of this lesson. Question number one will be asked after reading page two. Question two will be asked after reading page six. Question three will be ready after reading page sixteen. Question four will be asked after reading page twenty. Question five will be asked after reading page twenty-six. Once the reading of the book is over the students will have a better understanding of a New Year's Resolution is and be prepared to complete the New Year's Resolution Graphic Organizer.

Once the reading is over Ms. Campbell will say, "Now that we have read a book about making New Year's Resolutions, I want you to start thinking of resolutions you could make this year." Then Ms. Campbell will say, "Everyone turn to the person next to you and share some New Year's Resolutions you might want to make for this year." The students will then talk to their peers about ideas for different types of resolutions. After allowing students to talk about their ideas, Ms. Campbell will call their attention back to the front of the room where she is standing. Ms. Campbell will then say, "What are some ideas for resolutions that you and your friends came up with?" The teacher will scan the room and Ms. Campbell will call on students with their hands raised. The students will give their ideas for resolutions. Once a few students have given examples then Ms. Campbell will say, "Now that you have said your resolutions, I am going to give you a worksheet where you are going to write down what your resolutions are. After you have written them I want you to raise your hand and I will come around and give you a blank sheet of paper. On this paper you will draw your resolution." While Ms. Campbell is giving directions about the activity, she will be passing out the worksheets to students. Ms. Campbell will have a copy of the worksheet with her and will be pointing at each section of the worksheet as she explains it to the class. She will be passing out markers after explaining the directions for

the worksheet. Once all worksheets and supplies are passed out Ms. Campbell will say, “I will be walking around the room so if you have any questions please ask me!”

The students will then begin working on the worksheet and the teacher will be walking around the room interacting with students. Once students have written and drawn resolutions Ms. Campbell will be walking around taking pictures of their illustrations. These photos will be used in the green screen activity in the next lesson. Once all worksheets are finished Ms. Campbell will direct the students’ attention back to herself at the front of the room where she will be standing. She will then say, “Now that we are all done with our worksheets I want everyone to put the supplies back in its box, correctly, and I will be around to take it from you.” The students will be doing this and the teachers will go around the room collecting it from each student. The teacher will also be taking up the worksheets from each student. Once all this is done Ms. Campbell will direct the students’ attention back to herself by saying, “I hope everyone enjoyed this activity and is excited to make their movie tomorrow.”

Materials/Resources

Squirrel’s New Year’s Resolution digitally, New Year's Resolution Graphic Organizer, Markers

Connection to Prior Knowledge

Reading and Literature 1.1 – Understanding Key Details of Text

Assessment

Before: Oral Questioning

During: Digital Reading

After: Graphic Organizer

Special Needs of Students

Intervention: General extra assistance when needed and the ability to finish the next day.

Enrichment: Once these students have completed their activity, they will be given the opportunity to help struggling students or add additional detail to picture through questioning.

Reflection

1. Physical- moving from the carpet to the computers after picking up a pencil.

Cognitive- the worksheet they filled out when they were brainstorming their New Year’s resolutions.

Language- The students shared their resolutions with their partners and we used age appropriate language.

Social- The students turned to their neighbors and shared their New Year’s resolutions.

2. The teachers are assessing students on their ability to understand concepts introduced in the digital story, as well as create their own personal illustrated resolution using the graphic organizer.
3. The students are given the chances to see the story visually, as well as hear it being read to them. Students are also speaking with peers to share and collect new ideas and concepts centered on knowledge learned in digital reading. Students also illustrate their personal ideas and collaborate with other students to enhance their knowledge.
4. The learning styles of interpersonal, linguistic and visual are very much enhanced during this lesson.
5. Ways to know that the students learned what we were teaching was assessing them by asking questions and they answered them correctly. They also did a worksheet and if they filled it out correctly then we you know they understand.

Questions for Digital Story Reading

1. “Who remembers what we said a resolution was?”
2. “What did Skunk say her New Year's resolution was?”
3. “Squirrel just helped his friend with his resolution. What was Porcupines resolution?”
4. Rabbit just thought of a different way to describe a resolution. Did you catch what he said?”
5. What did Rabbit just say Squirrels’ New Year's Resolution was?

Classroom Reflection Questions

1. Did the student learn what you wanted them to learn? How do you know?

Yes, I think the students learned what we were teaching. I know this because they answered questions we asked correctly and filled out the worksheet correctly.

2. How do you think the lesson went?

I think the first session was more like trial and error and the second session we knew how to go about the lesson and explain it correctly to the kids. The second group seemed to want to do the worksheet and the first group seemed like they didn't really care about it, so it was a little harder to work with them.

3. If you could teach the lesson again, what would you do differently? The same?

During the first session I asked the students to share their resolutions with their partners, but I never gave them something to do to tell me they had their resolution in mind. For the second session I fixed that and had the students put their thumbs up so I knew they all had their resolution and was ready to share it.