

Lesson Plan Template

Date: _____

Grade: 2nd		Subject: Language Arts	
Materials: Red Riding Hood book, sticky notes, chart paper, index cards, popsicle sticks, pen		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Differentiation Below Proficiency: Student may need a peer’s help matching the character trait to the character. Above Proficiency: Student will be able to match the character trait to the character with ease. Approaching/Emerging Proficiency: Students will be able to come up with a word of their own to match one of the characters. Modalities/Learning Preferences: Visuals- characters on the board, word list on the board Linguistic- listening to me read the story	
Objective(s) By the end of the lesson, students will be able to match the character traits of Little Red Riding Hood and the wolf to the right character. Bloom’s Taxonomy Cognitive Level: Comprehension			
Classroom Management- (grouping(s), movement/transitions, etc.) -Use popsicle stick method to have students come up and match the character trait to the character. -Students will gather on the carpet while sitting criss cross with their hands in their lap. -Students will raise their hand to answer a question. -Use 3, 2, 1, eyes on me method if students get distracted or off task.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will have their voice levels at zero while I am talking or reading. -Students will listen while I am reading and be engaged in the activity.	
Minutes	Procedures		
10 minutes	Set-up/Prep: <ul style="list-style-type: none"> Write the 15 character traits on sticky notes. Get the picture of Red Riding Hood and the Wolf ready. Get the character trait word list ready. Have the Red Riding Hood book ready. Have a pen handy to write additional words on the sticky notes. Grab the popsicle sticks. Place an index card at each student’s seat. 		
3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Have everyone gather on the carpet. “Today we are going to read Red Riding Hood” <ul style="list-style-type: none"> “How many of you have read this story before?” “Can anyone tell me the two main characters in this story?” “Right, Little Red Riding Hood and the Wolf” Have one student put the picture of Red Riding Hood on the chart paper and another student put the picture of the wolf on the chart paper at the top beside each other. “What can you tell me about Red Riding Hood?” What can you tell me about the Wolf?’ “Good, we will read the story to find out if you guys are right.” 		

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3 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “We are going to analyze the characters in this story, so make sure you listen closely and pay attention to the characters as I read the story.” <ul style="list-style-type: none"> ○ “How do they look, think, feel, and act?” • “We will look at character traits that will describe one of the characters and you will have to tell me which character traits go to who.” <ul style="list-style-type: none"> ○ “Can anyone tell me what a character trait is first of all?” ○ Discuss character traits ○ Character traits describe someone’s personality • “After I read the story, I will have one of you at a time come up and match the character trait to either Red Riding Hood or the wolf using the popsicle sticks to determine whose turn it is.”
12 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Read the Red Riding Hood story to the class. • Introduce the character traits to the students. <ul style="list-style-type: none"> ○ Friendly, sweet, bad, good, sly, caring, kind, mean, scary, nice, evil, gentle, scared, trusting, cunning • “Are you guys ready to match these character traits to the right character?” • I will do the first word “friendly” and put the sticky note under the picture of Red Riding Hood. • Use the popsicle stick method to have a student come up and put the sticky note under which character it goes to. <ul style="list-style-type: none"> ○ Continue this process for the rest of the character traits. • “Can anyone think of another word that describes either Red Riding Hood or the wolf?” <ul style="list-style-type: none"> ○ “Raise your hand please” ○ Ask the students that haven’t had a chance to come up to the board yet. ○ Take answers from students one at a time and write down the word on a sticky note. ○ They will then be able to come put the sticky note on the character it belongs to.
5 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have everyone look at the characters on the board and go over the character traits for Red Riding Hood and then the character traits for the wolf. <ul style="list-style-type: none"> ○ Ask students if they agree that the character traits describe each character after reading the story. • “When you go back to your seats there will be an index card to write down something you learned about the character of Red Riding Hood and something you learned about the character of the wolf.” <ul style="list-style-type: none"> ○ Have students return to their seats. ○ Give students a couple minutes to write. ○ Collect index cards when students are done. • “In second grade we analyze characters in a story when we read, see if you can analyze the characters when you read for daily five.”
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) Students will match the character trait to the right character when it is his or her turn. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will write down one thing they learned about the character of Red Riding Hood and one thing about the character of the wolf on an index card.</p>

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I thought the Red Riding Hood character analysis lesson went very well for my first lesson being taught. This lesson was observed by Mrs. Hager and she had many positive things to say about the lesson. She said the lesson flowed smoothly which was good to hear. I was well prepared, and I feel like I followed the lesson plan in order while teaching. I like how I engaged the students by asking them about their prior knowledge of Red Riding Hood. I explained how we are going to analyze the two main characters and told the students to pay close attention

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to the characters as I read the story. This way students knew what they were going to be learning. I brought up the term character traits a number of times throughout the lesson and reminded the students to keep in mind how the characters look, think, act, and feel. I feel like this repetition was important for students to understand the concept. I liked how I introduced the 15 character traits to the students after I read the book, because I would have basically been giving students the answers if I had done it before reading. I used the 3,2, 1, eyes on me strategy when students started to talk amongst themselves which helped, but next time I will wait and pause before moving on instead of immediately jumping back to the lesson. I should have done a better job communicating the behavior expectations right at the beginning of the lesson so students knew what was expected of them. Allowing students the opportunity to think of some character traits on their own promoted higher level thinking, which I really liked about the lesson. I wasn't anticipating students to think of so many additional character traits on their own, but I was happy that students had so many ideas. It must have meant that students were engaged and enjoying the lesson. One student said that Red Riding Hood was joyful, while another student said that both Red Riding Hood and the wolf were joyful. I missed a great teaching opportunity to say that Red Riding Hood was joyful for some of the story, while the wolf was joyful for some the story as well. Next time I need to be ready for great teaching opportunities that come about. The popsicle method worked well to make sure everyone had a chance to participate. The weakest part of the lesson was at the end when I should have given more clear instructions about having the students write something they learned about the character of Red Riding Hood and something they learned about the character of the wolf. Next time I would make sure to specify that I want a sentence about Red Riding hood and a sentence about the wolf. I had told students I would come around and collect the index cards when they were done, but I had students asking what to do when they were done. I could have had students that were done write another sentence of something they learned about the characters or thought of something to keep them busy until the rest of their class was finished. Of course, there were a few things I would do differently next time, but I was overall satisfied with how the lesson went. I really liked my wrap up and transition to the next activity as I referred back to the standard and told students that in second grade, we analyze characters in a story when we read. Since daily five was next, I challenged students to analyze the characters in the story they read for daily five. Mrs. Schroeder even had students tell the class a couple character traits of a character from their book after they read for daily five which I thought was really awesome.