

Your Name: Ruby Sanchez

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Lesson Plan #4 Grade Level: 2nd-Grade

Evers Park Teacher's Name: Mrs. Coto

Activity	Procedure: What will you do? Include steps.	Rationale: Why are you teaching this? How are you addressing the students' needs? What text reading backs this up?	TEKS Connection	Materials Needed (Give name and author for books used)
Introduction/ Warm Up Activity	Students will be called to the carpet area. Teacher will show students a picture from the book <i>Family pictures : stories & pictures</i> After giving students time to look at the picture she will ask what they see. What do	When we apply our background knowledge as we read, we guide students to make connections between their experiences, their knowledge about the world, and the text they read. Connecting what readers know to new information is the core of learning and understanding. (p.17)	110.13 ELA, Grade 2 (3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge,	Book: <i>Garza, Carmen Lomas. (1990). Family pictures. San Francisco, Calif. :Children's Book Press,</i>

	<p>they recognize that they might know about. Students will turn and talk to their partners and then will share together. After, the teacher will explain that most of them knew what was happening in the picture because of their background knowledge. Teacher will explain that background knowledge are things we know and help us understand better something we see or read.</p>	<p>Harvey, S. & Goudvis, A. (2000). <i>Strategies That Work: Teaching Comprehension to Enhance Understanding</i>.</p>	<p>generating questions, re-reading a portion aloud).</p> <p>110.13 ELA, Grade 2 (29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	
<p>Whole Group Activity/Mini-Lesson</p>	<p>Teacher will introduce the book and ask students if they know anything about rocks. She will then read a few pages from <i>El Autobus Magico</i> (The Magic School Bus)</p>	<p>Above all, we must be teaching readers to merge their thinking with text information, to stop, think and react to the information throughout the read. When readers interact with text in this way, they are likely to</p>	<p>110.13 ELA, Grade 2 (28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>Book: <i>El Autobus Magico en el Interior de la Tierra</i> (Spanish) Paperback – January 1, 1993 by Joanna Cole (Author), Bruce Degen (Illustrator) (Author), Paz Barroso (Translator) (Author),</p>

	<p>She will stop, think and react to different parts of the book if they remind her of something she already knows or if she discovered new learning. She will then write that on a sticky note writing a L, new learning, and place it on the anchor chart labeled What we think we know/New learning</p>	<p>remember the information way beyond Friday’s quiz. (p.98) Harvey, S. & Goudvis, A. (2000). <i>Strategies That Work: Teaching Comprehension to Enhance Understanding</i>.</p>	<p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p> <p>(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to: (A) observe and describe rocks by size, texture, and color;</p>	<p>Jose Luis Cortes (Translator) (Author)</p> <p>Anchor Chart Sticky Notes Pen/Marker</p>
<p>Small Group Guided Practice/Literature Extension Activity</p>	<p>Students will return to their desk. Groups of 2-3 will have their own books. They will read through the text and write down questions, what they think they know or new learning that they will be discovering while reading. They will write</p>	<p>Students record “what we think we know” about a topic, add to their learning, and share it on sticky notes and two-column forms as they read informational text. We look for evidence of text-to-text and text-to-world connections, as well as evidence that students have</p>	<p>(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to: (A) observe and describe rocks by size, texture, and color;</p> <p>110.13 ELA, Grade 2 (30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are</p>	<p>Book: Los Minerales, Las Rocas y el Suelo, Informational (nonfiction) <i>sciencea-z.com</i></p> <p>Anchor Chart Sheet Markers Sticky notes</p>

	<p>this out on their anchor chart. At the end of the reading they will write 2-3 sentences about something they knew, or something new they learned. They can draw a picture if time permits.</p>	<p>merged their thinking with new information.(p.105) Harvey, S. & Goudvis, A. (2000). <i>Strategies That Work: Teaching Comprehension to Enhance Understanding.</i></p>	<p>expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>110.13 ELA, Grade 2 (19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(C) write brief comments on literary or informational texts.</p> <p>110.13 ELA, Grade 2 (30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>(30) Listening and Speaking/Teamwork. Students</p>	<p>Writing Prompt sheet</p>
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			work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	
Whole Group Share/Closure Activity	Students will be called to the carpet area and asked to bring up their writing. 2-3 students will be asked to share their writing about what they thought they knew and new learning they discovered. Next, we will use our sentence stem sticks to have students share “As a reader I learned.... “ They will share about the lesson or about the strategy.	We teach kids to activate their background knowledge and think about their connections so that they read in ways that let them discover their threads. The purpose of making connections is to enhance understanding not derail it.(p.92) Harvey, S. & Goudvis, A. (2000). <i>Strategies That Work: Teaching Comprehension to Enhance Understanding.</i>	110.13 ELA, Grade 2 (30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Sentence Stem Sticks