CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #       G-8

UNIT TITLE:    2nd Grade Geography Unit

Created By:    Kim Schaff - Fall 2002

GRADE:        2nd
BINKO /Study Guide for Geographic Alliance

(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will ___________________________ by ___________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
    The teacher will....
    The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
SECOND GRADE GEOGRAPHY UNIT

By
Kim Schaaf
September 23, 2002
Second Grade
Geography Unit

List of Identifiable Standards: Clovis Unified School District Standards

2.1.1 – Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

2.2.1 – Identify the specific locations and geographic features on map (i.e. North, South, West, and East).

2.2.3 – Locate on map where his/her ancestors live.

Rationale (the purpose/goal):

After teacher explanation, modeling, guided practice, and students working together in groups, they will demonstrate knowledge of map usage, the directions of North, South, East, and West, location of continents, where their ancestors are from, and details of what their heritage includes.

Vocabulary Words:

- map
- compass
- culture
- heritage
- North America
- Antarctica

-North
-West
-East
-Continents
-North America
-Asia

-ancestors
-traditions
-South
-Australia
-South America
-Europe
-Africa

Time Frame: one week

September 23, 2002 to September 27, 2002
Bibliography:

- Me on the Map by Joan Sweeney
- Student Atlas books provided by school
- Information from parents
- Research books from Fresno State on different countries

Assessment:

- Observation of North, South, East, and West directions given in the Bean Bag Game
- Observe balloon sketches of the continents
- Orally test their directional sense in relation to other kids in class and between continents on the map
- Observe details of the student's cultural dolls to see if accurate with the ideas given to them by their parents
- Collect blank maps that the kids have filled in to make sure they have a good idea of where the continents are located.

Criterion Assessment of Overall Goal:

Multiple choice questions, True/False, and location test on Friday.
Second Grade Geography Block Plan

Day One:
- Read Me on the Map, by Joan Sweeney.
- North, South, East, West Lesson
  - What a map is and how it is used
  - Main directional use
  - Compass usage
- Beanbag hide and seek

Day Two:
- Review of North, South, East, West Lesson
- Where am I in relation to ...
- Introduction to Continents
- Creating your own globe using balloons

Day Three:
- Review of North, South, East, West Lesson
- Review continent locations
- Fill out blank map
  - Whole class
  - Individual
- Introduction to heritage and ancestors
- Begin basics on cultural dolls
- Discuss bulletin board format

Day Four:
- Review heritage and ancestors
- Where in the world is? lesson
- Review continent locations
- Locate ancestors on map according to parent info
- Research clothing designs to get ideas for cultural dolls

Day Five:
- Review research findings of clothing designs
- Start, finish, and pin cultural dolls on bulletin board
- Test on continent locations
Clinical Teaching Lesson Plan

Lesson title: North, South, East, and West

Subject: Geography

Standard: Clovis Unified School District Standards

2.2.1- Identify the specific locations and geographic features on a map (i.e. North, West, East, and South).

Materials:

- Me on the Map by Joan Sweeney
- Tag board cards labeled North, South, East, and West
- Atlas Primary Teacher Edition – Harcourt Brace Social Studies
- Map transparencies
- Pens
- Beanbag or tossable toy
- Atlas Primary Class Set - Harcourt Brace Social Studies

Vocabulary:

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
<th>East</th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td>Map</td>
<td>Compass</td>
</tr>
</tbody>
</table>

Objective: After teacher explanation, modeling, guided and independent practice, students will work together as a class to correctly identify the main directions on a map (North, South, East, and West). Students will demonstrate knowledge of map and compass usage by coming up with directions in relation to others.

Time Frame: 45 Minutes

Set: Today boys and girls, we are going to learn about using maps, compasses, and direction using North, South, East, and West.

Background / Input:

1. “Does anyone know what a map is?”
“Why do we use a map?”

2. State behavior expectations during lesson

Procedure / Application:

1. Teacher teaches:
   - Read Me on the Map and atlas poem, Maps
   - “To know all of the main directions, you must first know what right and left are”
   - Teacher has students raise both of their arms in front of them with fingers spread out. (teacher models). Put every finger away except thumb and pointer finger. Look at both hands, and the one that has the correct “L” is your left hand. The one with the incorrect “L” is your right hand.
   - Show a map on transparency and focus on directional star.
   - Everything to the left is West and everything to the right is East. Everything to the front, or up, is North, everything to the back, or down, is South.
   - What is a compass? How is it used? And where would you use it?
   - Since we don’t have a compass today, we are going to use a “compass kid”. The “compass kid” must have their arms up at all times, and we know they will get tired, so “compass kids” will be switched.
   - Teacher demonstrates by moving herself around the room in relation to students using North, South, East, and West.

2. Students teach the teacher:
   - Teacher models by using students as she gives them directions using North, South, East, and West in relation to other students.
   - Using transparency maps, ask students where places are in relation to others (i.e. states and continents)

3. Guided Practice:
   - Teacher will model rules and procedures for Beanbag Hide and Seek.

4. Activities:
   - Beanbag Hide and Seek – One student is pulled out of the classroom as the rest hide a beanbag toy in the classroom.
Student outside is brought in and teacher pulls sticks to have various students each give one direction to that child using North, South, East, and West until the toy is found. Students giving directions can only command that three steps be made (e.g. hop, step, jump, lunge, slide). “Johnny, please hop three spaces East.”

5. **Independent Practice:**
   - Students must problem solve when giving directions.
   - Students following directions must understand direction for where they go.

**Assessment / Criterion:**

- Teacher will observe student understanding as they are quizzed with direction use in relation to others and playing Beanbag Hide and Seek.

**Student Teacher:** [Signature]

**Master Teacher Approval:** [Signature]

**Date:** 9-26-02
Clinical Teaching Lesson Plan

Lesson title: Balloon Globes

Subject: Geography

Standard: Clovis Unified School District Standards

2.2.1-Identify the specific locations and geographic features on a map. (i.e. North, West, East, and South)

Materials:

- Balloons
- 1 Globe for each group
- Atlas Primary Teacher Edition - Harcourt Brace Social Studies
- Map transparencies
- Permanent pens
- Atlas Primary Class Set - Harcourt Brace Social Studies

Vocabulary:

North     South     East
West      Map       Australia
Asia      Africa    Antarctica
North America    South America
Europe

Objective: After teacher explanation, modeling, guided and independent practice, students will correctly identify the locations of all seven continents (Australia, Asia, Africa, Antarctica, Europe, North America, and South America.

Time Frame: 45-60 Minutes

Set: Today boys and girls, we are going to learn about what the seven continents of the world are and where they are located on the map.
Background / Input:

1. Review North, South, East, and West directions
2. State behavior expectations during lesson

Procedure / Application:

With second graders it would be best to have the balloons already blown up, to save time and chaos. It is crucial to stress the rules with the balloons and permanent markers. Hold balloon carefully because there is only one per person and no room for mess-ups. The permanent marker is used only for the balloon and must not touch desks, clothes, people's faces, etc. Pass out balloons, markers, globes, flat maps, and individual atlases and give points to groups who can handle the responsibility of all manipulatives.

1. **Teacher teaches:** Teacher will first, before any materials are out, go over all seven continents. Start with all “A” continents to help them remember better with a specific order to go by, Antarctica, Australia, Asia, Africa. Then the two Americas, North and South America. Then there is the “odd ball” of the group, Europe. Tell the students that this is order in which we will use to create own world on the balloons. Write all continents on the board so the students can look back in reference to the spelling of their continents on the balloons.

2. **Students teach the teacher:** Pass out balloons and have them only write their names on the North end of the balloon. Ask the students what continent we decided to start with. Antarctica is on the southern end of the world by the tie on the balloon. Have the students draw a small circle around the tie. Remind them that we all can't draw the continents in their perfect shape so we will draw circles to represent them. The students will finish Antarctica by labeling it and putting their pens down once they have finished.

3. **Guided Practice:** Using North, West, East, and South directions, the teacher will have the students walk with their fingers to each
new continent doing one at a time as a class. “From Antarctica, walk your fingers up North two steps and draw Australia.”

4. Activities: The class continues through each continent using the same order that the teacher presented them with. The teacher sets the pace so the whole class completes their balloons together. Groups will have one person in the group stack atlases and flat maps and the teacher will come around with a plastic bag to collect the balloons.

5. Independent Practice: If time allows that same day or to make as the next day’s activity, give the students a blank, two sided map of the world. The teacher will walk them through filling in the continents in the same order they did the on the balloons, one at a time as a class, teacher setting the pace again. Once finished, have them flip the paper over and do the next blank map on their own.

Assessment / Criterion:

Teacher will see the students understanding by:
- Observing balloon creation
- Collecting the maps that the students have filled in
- Test them at the end of the week with another blank map and some various questions on North, West, East, and South and all seven continents.

Student Teacher: ________

Master Teacher Approval: ________

Date _____9-27-02______
Clinical Teaching Lesson Plan

Lesson title: Where in the World is...?

Subject: Geography

Standard: Clovis Unified District Social Studies Standards

2.2.3 - Locate on map where his/her ancestors live

Materials:

1 Globe for each group
Atlas Primary Class Set - Harcourt Brace Social Studies
Parent information paper
Research books on different countries
Tag board for cultural dolls and name tags
Yarn
Construction paper
Crayons
Enlarged map of the World for a bulletin board
Staples
Pens for the whiteboard

Vocabulary:

North    South    East
West     Map     Australia
Asia     Africa  Antarctica
North America  South America
Europe     Ancestors  Heritage

Objective: After teacher explanation, modeling, guided and independent practice, students will correctly demonstrate who their ancestors are, where their ancestors are from on the map of the world, and what their heritage includes.

Time Frame: 2-45 minute sessions
Set: Today boys and girls, we are going to learn about what our heritage is, who our ancestors are, and where they are from.

**Background / Input:**

1. Review North, South, East, and West directions
2. Review continent locations
3. State behavior expectations during lesson

**Procedure / Application:**

1. **Teacher teaches:** What do you think heritage is? Who are our ancestors? Where are your ancestors from?

2. **Students teach the teacher:** A letter was sent home to each child's parents to ask for help in providing information on their ancestors. They included type of dress, traditions, foods, countries they lived in, and anything else they wanted their child to know.

3. **Guided Practice:** The students were provided with a variety of grade appropriate research books so they could get ideas of what they wanted to use in order to create their ancestors as a cultural doll.

4. **Activities:** The students were given yarn, construction paper, crayons, pencils, and a cut out of a female or male doll to create their ancestors that represent a country or continent.

5. **Independent Practice:** After completing their cultural dolls, the students helped me match their dolls to the appropriate country or continent on the large wall map. We connected every doll to the map with color coded yarn to separate the different continents represented.

**Assessment / Criterion:**

- Observation of research skills that was used for each ancestry and the results of all cultural dolls.
"Today We Will Play With Clay"

**Topic:** Spelling patterns with onsets and rimes.

**Objective:** After teacher explanation, modeling, guided practice, and independent practice, students working in groups will correctly identify and sort out words with the long /a/ sound by creating spelling patterns and using *Carry Go Bring Come* as a source.

**Standard:** 1.1 - Recognize and use knowledge of spelling patterns (e.g. diphthongs, special vowel spellings) when reading.

**Materials:**
- *Carry Go Bring Come* by Vyanne Samuels
- Reading texts with story
- Pencil and paper
- Whiteboard and pens for teacher
- Cut out pictures of different objects
- Flashcards with long /a/ words on them
- Two plastic cups labeled "yes" and "no" for every pair of students

**Motivation:**

1. Look at the cover of the story.
2. Introduce title, name of author and illustrator.
3. What is an illustrator?
4. What do you think these people are doing?
5. Why is everyone all dressed up?
6. What do you get dressed up for and what do you wear?
7. What kind of cake is in the picture?
8. What is a wedding? Have you ever been to one? Have you ever been in one as a flower girl or ring bearer? Who got married?
9. What do you think is going to happen in the story just by looking at the front cover? What makes you think so? Let's find out.
10. Flip through the story to look at all the pictures asking the students what they think is happening and if it was different from what they thought.
11. Remind the student to pay attention to the order in which things happen to help them understand and organize the information.
12. Read the story as a class.

**Teacher Explanation:**

1. Who can tell me what day the story took place? What kind of ending
do we have in the word Saturday and every other day of the week? What is the ending in day? What kind of sound does the “a” make? What do we call that sound? A long /a/ vowel sound says its name. Have the students repeat the sound back to teacher after it is modeled for them. Give them words to say with the long /a/ sound stressed as they say it.

2. Talk about the difference between the long and short /a/ sound what kind of words use them. Tell the students that we need to know the difference between the two because if we don’t, we will pronounce words wrong and people won’t understand what we are trying to say.

**Teacher Modeling:**

1. Today we are going to talk only about the long /a/ sound. We are going to look back through the story and find all the long /a/ words with -ay, -ait, -ail, and -ain endings and write them down. The teacher will give them examples so they know what they are looking for by modeling on the first page of the story.

2. Teacher will write on the whiteboard four different columns labeled with the four different endings at the top. After they have come up with the ones from the story, the students try to think of 5 more to add to each column.

<table>
<thead>
<tr>
<th>-ay</th>
<th>-ait</th>
</tr>
</thead>
<tbody>
<tr>
<td>bay</td>
<td>wait</td>
</tr>
<tr>
<td>day</td>
<td>bait</td>
</tr>
<tr>
<td>stay</td>
<td>gait</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ain</th>
<th>-ail</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>snail</td>
</tr>
<tr>
<td>rain</td>
<td>nail</td>
</tr>
<tr>
<td>chain</td>
<td>mail</td>
</tr>
</tbody>
</table>

**Guided Practice:**

1. In groups of four for reading stations, when the teacher can work with each group, have them snap their fingers when they see a word with one of the talked about endings in a series of flashcards.

2. Continue to change endings, then switch to auditory recognition by reading off the words and having them snap with they hear the word with the specific ending. If time allows they will play concentration with the flashcards, matching the endings together.

**Independent Practice:**

1. Students are going to get into pairs and each pair will have two plastic cups, one labeled “yes” and one labeled “no.” They are given about 10-15 pictures of objects. Some represent the words with the
long /a/ sound and some do not. They are to put the pictures that do have the long /a/ sound in the "yes" cup and those that don't in the "no" cup. Each pair will have one of the four endings to work with. If time allows they can switch picture piles for extra practice.

**Evaluation:**

1. Observe students as they work in pairs and individually. Students will share with the group the pictures in their "yes" cup. Members of the group and the teacher will make sure that they are correct. Pairs with correct objects in their "yes" cups get one paper clip each. They must know what sound the word has.

2. Remind the students that it is very important to know the difference between the long and short /a/ vowel, so people can read and recognize that there are certain sounds made by different letters.

**Literacy Center Follow-Up:**

The majority of the lesson was in small group work but as a whole class you can have the students make up 3 sentences with a word in each one that has the different endings that you talked about in your lesson. There should be 3 for –ay, 3 for –ait, 3 for –ain, and 3 for –ail.

[Signature]

J. Olivera
"Add To The Blender"

**Topic:** Working with blends.

**Objective:** After teacher explanation, modeling, guided practice, and independent practice, students working in small groups of five will demonstrate an understanding of what blends are and correctly identify words that have blends in them, using *Nine-in-One Grr! Grr!* and *Little Tiger’s Loose Tooth* as assisting sources.

**Standard:** 1.10 – Generate the sounds from all the letters and letter patterns, including consonant blends and short-vowel patterns, and blend those sounds into recognizable words.

**Materials:**
- *Nine-in-One Grr! Grr!* Adapted by Cathy Spagnoli
- *Little Tiger’s Loose Tooth* by Barbara Seuling
- Reading texts with story
- Whiteboard easel, erase, and pens for teacher
- Whiteboard and pens for each individual student in the group of 5
- Flashcards with single letters on them

**Motivation:**

1. Look at the cover of the story.
2. Introduce title, name of author and illustrator.
3. This is a folk tale from the Hmong people of Laos. What is a folk tale?
4. This story says it is told by Blia Xiong and adapted by Cathy Spagnoli. What does that mean? Explain to students that folk tales are passed down usually by word of mouth from generation to generation.
5. What is an illustrator?
6. What do the pictures look like to you? Why is there a border around each picture? Explain to the students that the Hmong people often made quilts that told a story.
7. Remind the students to be looking for cause and effect comprehension strategies.
8. What is cause and effect? Explain to the students that everything happens for a reason both in real life and in stories. One event, or cause, leads to another event, or effect. Thinking about what happens and why it happens will help you understand a story better as you read. Look for this in the story.
9. What do you think is going to happen in the story just by looking at the front cover? What makes you think so? Let's find out.
10. Flip through the story to look at all the pictures asking the students what they think is happening and if it was different from what they thought.
11. Remind the student to pay attention to the order in which things happen to help them understand and organize the information.
12. Read the story as a class.

**Teacher Explanation:**

1. During reading stations ask the students what the title of story is and what kind of animal is the main character in the story. What kind of sound does the tiger make? Grr! What are vowels? A, E, I, O, U. What are the rest of the letters called? Consonants. Is the sound that a tiger makes, gr, have vowels in them? No.

**Teacher Modeling:**

1. Today we are going to talk only about blends. What are blends? Explain to the students that blends are two consonants that blend together to make one sound. The sound that a tiger makes is a blend. Gr. It is the “g” and the “r” put together to make one sound, gr. The teacher will keep making the sound to demonstrate the blend. Tell the students that it is very important to know what a blend is and how it is pronounced so people can read and recognize certain sounds that are made by blending two consonants together.
2. We are going to look back through the story and find all the blends that we can. The teacher will give them examples so they know what they are looking for by modeling on the first page of the story. Students will raise their hand to share what they have found.
3. The teacher will read another book about a tiger *Little Tiger’s Loose Tooth* and as the teacher reads slowly, the students are told to growl when they hear a blend in the story.

**Guided Practice:**

1. The teacher will pass out a whiteboard, pen, and eraser for each child in the group. The teacher will present the “gr” from earlier on the easel and ask the students to come up with a word that has this blend in it. The students write their word on their boards and as soon as each one is done they will present it to the rest of the group. Ie. Grow, growl, green, grand, etc.
2. Continue to practice by providing different blends on the easel (bl, ch, fl, tr, th, etc.) and sharing different words (the teacher participating too).
**Independent Practice:**

1. Collect the whiteboards, pens, and erasers. Present two piles of flashcards in the middle of the table. One pile has single consonants in pink and the other pile has more single consonants in blue. The teacher explains to the students that each child will have a chance to pick a letter from each pile. If the two letters together make a blend, they are to make the blend sound and identify a word with that blend in it. If the two letters do not make a blend, they can keep the letters and use them for another turn in the next round. Teacher models by taking the first turn. Play until all cards are picked and used or for a limited time.

**Evaluation:**

- Will share with the group the words they have come up with on their whiteboards that include consonant blends. Members of the group and the teacher will make sure that they are correct.
- Remind the students that it is very important to know what a blend is and how it is pronounced so people can read and recognize certain sounds that are made by blending two consonants together.

**Literacy Center Follow-Up:**

To extend the activity, the teacher can have each student make a sentence with the word that they have come up with. Give each student in the group different letters to concentrate on. They are to think of five different blends with that one beginning letter, create sentences with their words, and draw a picture to describe each sentence that they have come up with.

S. Oliveries
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 2nd
Subject Spelling
Standard # 4
Lesson Title Spelling Practice

Teacher Materials
- Whiteboards
- Pens
- Easel

Vocabulary
List #2 Spelling

Students' Materials
- Whiteboards
- Crayons
- Paper

Objective: The students will be familiar with their week's spelling words by using learning strategies that can help them practice at home.

Set: Today boys and girls we are going to learn the week's new spelling words.

Background/Input: Group stations - spelling group of 5 with teacher and only need pencil and eraser.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Spelling words are written on an easel and the teacher says the words once, then the kids say the words. Kids will spell with steady beat.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) With white boards the students will spell using pyramid spelling and rainbow spelling on a piece of paper. Steady beat spelling.

3. Guided Practice: Teacher will walk the students through each practice skill. Model each exercise before the kids do it.

4. Activities: After white board and paper work the students make up own sentences with spelling words. Teacher writes it upon the easel with errors. Students correct.


Assessment/Criterion:
(Tie-in with objective) Test their steady beat spelling without words in front of them. One at a time. Assess them also by observing their editing skills to see if they recognize the errors.

Student Teacher: [Signature]
Master Teacher Approval: Miss. Olivo

Date: 9/9/02
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 2nd Subject Spelling Standard 4 Lesson Title Spelling Practice


Vocabulary: List #2 Spelling Words.

Students' Materials: Whiteboard. Pens.

Objective: The students will sort words into groups depending on the category chosen by teacher. They will do this by identifying words and their different characteristics.

Set: Today boys and girls we are going to learn about short u's and short i's compared with long u's and long i's.

Background/Input: Group stations—spelling group of 5 with teacher.

Procedure/Application:

1. Teacher teaches: From the easel (Visual/auditory) Teacher reads the students the list of spelling words. Then teacher chooses students to read the list by themselves with all other students following along.

2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Teacher asks the students a variety of questions that allows them to pick out words that have similar characteristics and write on their whiteboards.

3. Guided Practice: 1) Find all words with -ut endings. Whiteboards. 2) Find all words with 3, 4, 5, or 6 letters. 3) Find all words with -ut endings.

4. Activities: Teacher explains the sounds involved with short and long u's and i's. Long letters say their name, and short letters don't.

5. Independent Practice: 4) Students are asked to find all the words in the list with short i's, then short u's. 5) If time, put all words in alphabetical order.

Assessment/Criterion: Teacher observes all of the groupings written on the students' whiteboards, making sure that each word is spelled right.

Student Teacher: [Signature] Master Teacher Approval: [Signature]

Date: 9-10-02
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 2  Subject: Sight words  Standard #5  Lesson Title: Sight word Games

Teacher Materials

- Flash cards w/ sight words written on them

Vocabulary

- Frequently used sight words

Students' Materials

- Flash cards

Objective:
The students will be comfortable reading a word and quickly responding with its correct pronunciation by having flash cards with sight words written on them. Eventually, give a sentence with sight word in it.

Set:
Today boys and girls we are going to learn how to quickly respond to flash cards with the correct sight word said.

Background/Input:
Students with be in groups of 5 in reading stations.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Teacher will talk about what sight words are and why they are important for students to know. Teacher will explain the rules and instruction for two games with sight word usage.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Ask students questions about the rules and have one child model games to check for understanding.

3. Guided Practice: Start by playing games, the teacher will run through a practice round by flashing words to students and giving flash cards in the stations who say the correct sight word.

4. Activities:
   1. Concentration - Laying out 16 flash cards upside down, students will take turns flipping 2 cards. If they are said correctly, they get to keep the card. Students win the most.
   2. Around the World - One student is chosen to get behind each student in the group and compete to say the word first and correctly. Students will get card if correct and move on. Students will be observed as they make up sentences including the sight words they have worked with. This will give them a chance to read the sight word and display understanding of definition.

Assessment/Criterion:
(Tie-in with objective)

Student Teacher: [Signature]

Master Teacher Approval: [Signature]

Date: 9-11-02
"What Are They Sharing With Me?"

**Topic:** Understanding author's purpose

**Objective:** After teacher explanation, modeling, guided practice, and independent practice, students will be able to identify the different purposes that authors have in writing stories, using past stories read in class such as *Nine-in-One Grrl Grrl*, *Carry Go Bring Come*, and the new weekly story, *Henry and Mudge* as assisting sources.

**Standard:** 2.3 – Use knowledge of the author's purpose(s) to comprehend text.

**Materials:**
- *Nine-in-One Grrl Grrl* Adapted by Cathy Spagnoli
- *Carry Go Bring Come* by Vyanne Samuels
- *Henry and Mudge*
- Reading texts with story
- Whiteboard, eraser, and pens for teacher
- Whiteboard and pens for each individual student
- Overhead, transparencies, and overhead pens for teacher

**Motivation:**

1. Look at the cover of the story.
2. Introduce title, name of author and illustrator.
3. Do the pictures tell you anything about what is going to happen in the story? How do you know?
4. Can you predict what kind of characters we are going to read about and what will happen to them?
5. Has anyone ever been camping out in the forest? Where did you go? Did you have fun? What was your favorite part?
6. Remind the students to be looking for cause and effect comprehension strategies that we talked about last week.
7. Flip through the story to look at all the pictures asking the students what they think is happening and if it was different from what they thought.
8. Remind the student to pay attention to the order in which things happen to help them understand and organize the information.
9. Encourage the students, as they read the story, to look for clues that would tell them why the author wrote this story. What do you think they would want to share with you? Things like how to share with your friends, listen to you teacher or parents, to be safe when you are out in the woods, or just that the author likes cats. At the end of this story I want you to come up with some ideas of what you think the author wanted you to know.
10. Read the story as a class.
Teacher Explanation:

1. Write the goal of the lesson on the board for all students to see. Students will identify the purpose of why authors' write their stories.
2. After reading the story, the teacher will ask students what they think the author's purpose was in writing this story for us to read. Write down their ideas on the board. Then give the actual definition and purpose in that particular story.
3. The author's purpose is their reason for writing the story for little children to read. The purpose for this story was to share with children some safety rules and materials to have when you go camping out in the forest. We need to know the author's purpose so that we may be able to understand why they wrote the book. When we correctly identify the purpose we will better understand what happens in the story too.

Teacher Modeling:

1. After the teacher explains the author's purpose, review the two stories read in the last two weeks. Ask the students to come up with both authors' purposes for writing these stories. Write them on the board and come to a common conclusion for each story.
2. Now display on the overhead a small paragraph from a story. The teacher will then talk aloud modeling her thinking processes to decide what the paragraph might be about. (See attached transparency sheet. It is not a worksheet!!!) The teacher will look for the answer that matches what she learned and fill it in.

Guided Practice:

1. Teacher and student volunteers repeat modeling steps for the next couple of paragraphs to make sure students understand how to find the purpose. Teacher questions students understanding of the process. The class as a whole reads and completes the next paragraph.

Independent Practice:

1. Teacher will pass out individual whiteboards, pens, and erasers. The teacher will read the next paragraph to the students and give them the answer options. The students are to write their answer on their board and wait to share with the class. Teacher goes over the proper steps to get the right answer and has the students make sure they have the correct purpose.
2. The teacher will continue through the worksheet as a class one at a
time.

Evaluation:

1. As the teacher brings students together to share their completed answers, the students explain what an author's purpose is and class corrects their answers. The teacher will monitor student progress and understanding through questioning and moving from group to group to check whiteboards. Students will show their teacher and the class their finished product showing understanding of the concept.

Literacy Center Follow-Up:

1. To extend the activity, the teacher can have each student make up their own purpose, write a short story, and switch stories with partners to find the other's purpose. Share as a class what partners came up with and if they were correct.

S. Olieris
“What Did I Just Read?”

**Topic:** Comprehending what you read.

**Objective:** After teacher explanation, modeling, guided practice, and independent practice, students will be able to retain information by using **metacognitive processes** and making predictions about the story. The students will also use **elaborative processes** by writing in their journals to help make the story have a connection to their personal lives, writing out their favorite sentence in the story, and discussing connections to other texts that they have read. Lastly the students will use **macroprocesses** by exploring the poetic structure of the text.

**Standard:**
2.2 Respond to who, what, when, where, and how questions.
2.5 Confirm predictions about what will happen next in a text by identifying key words (signpost words).
2.6 Relate prior knowledge to textual information.
2.7 Retell the central ideas of simple expository or narrative passages.

**Materials:**
- Mrs. Brown Goes To Town by Wong Herbert Yee
- Reading text for each student.
- Journals and pencils for students
- Spelling dictionaries
- Sentence strips, scissors, and crayons
- Easel, pens, and erasers for teacher
- Reference to past stories such as **Henry and Mudge: And The Starry Night, Around The Pond: Who's Been Here?, and Julius.** (Authors of these stories are listed in prior lesson plans)

**Motivation:**

1. Look at the cover of the story.
2. Introduce title, name of author and illustrator.
3. Do the pictures tell you anything about what will happen in the story?
4. What predictions can we make by the picture on the cover?
5. What clues helped us make those predictions?
6. Look for things that are similar to the story we read last week, Julius.
7. This story can be called a poem because every sentence rhymes. Look for the pairs that rhyme.
8. Can you imagine being a farm animal and your owner leaves you for a short period of time? What would you do?
9. Have you ever lived on a farm? What kind of animals did you have? What were they like?

**Teacher Explanation:**

1. While reading the story the teacher will write down on the board the predictions as the students discover new clues. The teacher will model a think aloud as they read.
2. After finishing the story the teacher will ask questions about what happened. What the characters are, what the order of events was, and what details that they remember.
3. The teacher will explain to the students that in order to understand a story it helps to connect yourselves to the story and to other stories you have already read. This will make you remember stories and information that will help you in life when you grow up. It is important to understand what happens in a story so that you can have meaning that is useful to you for a specific purpose.
4. They will be asked what was similar with this story and Julius, the story we read last week. The teacher will also chart the comparisons.

<table>
<thead>
<tr>
<th>Julius</th>
<th>Mrs. Brown Goes To Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Has a pig in the story</td>
<td>- Has two pigs in the story</td>
</tr>
<tr>
<td>- Messy pig</td>
<td>- Messy pig</td>
</tr>
<tr>
<td>- Caused trouble</td>
<td>- Caused trouble</td>
</tr>
<tr>
<td>- Had a happy ending with the pig and its owner</td>
<td>- Had happy ending with the pigs and their owner</td>
</tr>
</tbody>
</table>

**Teacher Modeling:**

1. After reading, discussing, and charting, the students will start on the first page again, go through each page together, and the teacher will chart all the rhyming pairs.

   - back/yak
   - fare/hair
   - quake/shake
   - house/mouse
   - hours/showers
   - feet/street
   - eight/gate
   - ten/again
   - chimes/times

**Guided Practice:**

1. The teacher will give the students a writing prompt for their journal entry. She will ask the students some of the same questions she asked in the motivation process to reconnect the story to their personal lives.
Writing Prompt:

What would you do if you were a farm animal and your favorite owner that you were very close to left for a short period of time? What would you do? How would you spend your time with the other animals?

2. Brainstorm with the students and write down ideas of what they would do as farm animals. Write out a beginning sentence on the board to get them started.

   If I was a ________ on a farm in __________, California and my owner left me alone with all my other animal friends, I would _______________

Independent Practice:

1. Students are given time to write and use their spelling dictionaries for help with words they didn't know how to spell.

2. After they finish writing, the students will draw a picture about the story they wrote.

Evaluation:

1. The teacher will look for understanding as the students are asked about their predictions in the story, while they retell the story after reading, and when they help the teacher chart the characteristics of the story.

2. All journals will be collected and read so that the teacher can check writing abilities.difficulties and comment on their writing so they can have feedback.

Literacy Center Follow-Up:

1. Have the students pick out one of their favorite sentences in the story. One that has meaning to them. Give each student a sentence strip to write their sentence on. They must cut up each word and put it back together once the teacher has come by and scrambled their sentence. When they have their sentence put together again they will rewrite it on a piece of lined paper and draw a picture about it.
Clinical Teaching Lesson Plan

Grade 2  Subject Reading  Standard 10  Lesson Title Vocab Camping Catalog

Teacher Materials:  Vocabulary:  Students' Materials:
- white sheet example  - climbed  - backpack  - crayons & pencils
- eased  - lanterns  - camping  - one large white paper for student
tent  - guitar  - here  - folded into 3 x 5 squares so
tree  - hike  - campfire  - there are 18 squares.
town

Objective: The students will demonstrate knowledge of the meaning
of their vocabulary words in their weekly story
Henry and Mudge and the Starry Night.

Set: Today boys and girls we are going to learn more about our vocabulary
words that we find in our story, Henry and Mudge and the
Starry Night.

Background/Input: Review story that we read for the week and
go over comprehension questions to check for understanding.

Procedure/Application:

1. Teacher teaches: (Visual/auditory) I wrote all of the vocabulary words
   from our story on the whiteboard. I read all
   the words to the group I was working with. Then
   I had the kids read the words with me.

2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Each child in the group will
   read off each word in the order that I point
   on the board.

3. Guided Practice: Going around in a circle, I have each
   child read a word off the board and make
   a sentence with it.

4. Activities: Give each child a large paper with 18 boxes
   on it. They are to write each vocab word
   on it with a picture of that word above it.

5. Independent Practice: Write a sentence for every vocab word on it.

Assessment/Criterion: On the comprehension test at the end of the
week I will include matching questions for the
vocabulary words.

Student Teacher:  Master Teacher Approval

Date 10-29-02
"How Do We Create A Poem?"

**Topic:** Understanding poem structure

**Objective:** After teacher explanation, modeling, guided practice, and independent practice, students will be able to identify the components of poem structure and how to create a poem of their own by using a variety of poem books as resources.

**Standard:** 3.4 – Identify the use of rhythm, rhyme, and alliteration in poetry.

**Materials:**
- Reading text with poems in literature book
- *The Rhyming Dictionary* by Sue Young
- *Falling Up, Where The Sidewalk Ends, and A Light In The Attic* all by Shel Silverstein
- *Looking Around* by Aileen Fisher
- *Oak’s Introduction* by Kristine O’Connell George
- Paper and pencil for students
- Easel, pens, and erasers for teacher
- Reference to past stories such as *Henry and Mudge: And The Starry Night* and *Around The Pond: Who’s Been Here?*

**Motivation:**

1. Look at the cover of the poem, *Looking Around* and *Oak’s Introduction*.
2. Introduce title, name of author and illustrator.
3. Do the pictures tell you anything about the poem?
4. Can you tell if this poem rhymes?
5. What kind of rhythm does this poem have?
6. Do you think this is a happy poem or sad poem?
7. When you read the poem try to imagine the picture that the poem describes.
8. Sometimes, but not always, poems use words that rhyme.
9. Some poems have a pattern of beats called rhythm. Listen for the beat.
10. Look for the poem’s characteristics as you listen to me read these two poems to you. You will follow along with your finger on the words as I go.
11. Try to find some similarities in the subjects of these poems and the last two stories we have read as a class. There are very similar themes involved.
12. Read the poems *Oak’s Introduction* and *Looking Around* to the group.
Teacher Explanation:

1. Write the goal of the lesson on the board for all students to see. We will understand poem structure.

2. A poem is a written expression in which words may rhyme or be set to a certain rhythm pattern. Poems can come in many unique forms. Some may have rhyming words and some may not. Poems can tell a story, while others describe a thing or feeling. Some poems have a pattern for words and syllables. Some poems even repeat the same sound at the beginning of words. This is called alliteration. Later we are going to create our own poems with an alliteration pattern. The purpose of poems is to express a feeling or tell a story using a variety of patterns in the writing. It is important that we understand the different structures of poetry so that we can understand what they mean and what they are trying to tell us.

Teacher Modeling:

1. With the two poems that I just read can you point out some the characteristics that we just talked about?

2. For Looking Around, I want you to clap out the rhythm as I read it again.

3. What words did we find that rhyme? Teacher will make a chart of all the rhyming words.

4. What do you notice about where the rhyming words are placed in the poem? Is there a pattern that you can see?

5. For Oak’s Introduction who or what do you think is speaking in this poem? Who is being spoken to?

6. What picture does the poem describe to you, the reader?

Looking Around
sky/high
ground/around

Guided Practice:

1. The teacher will read three short poems from Shel Silverstein’s book, Where The Sidewalk Ends. The group will work together to identify the characteristics of each unique poem. This is to have them see a variety of the poems that are published.

2. The teacher will hand out enough Silverstein poetry books for the group of students to partner up, look through the poems and pick out one that they enjoy.
3. The students will share their favorite poems with the group and identify any characteristics that they may have that we have talked about.

**Independent Practice:**

1. The students are given a sheet that will help them come up with ideas to make up their own poem using alliteration for A-F
2. Review with them what alliteration is and point out the poems they have come across that show an example of it. Alliteration is when similar beginning sounds are used in two or more words close together.

**Evaluation:**

1. Observe their understanding of poem structure as they individually identify the characteristics in the poems that we talked about as a group.
2. Collect their poems of alliteration to check for understanding of its structure and to make sure they understand the process of creating their own.

**Literacy Center Follow-Up:**

1. Have the students make up a poem that has a pattern of rhyming words, create another one that uses metaphors, and another that has rhythm to it. Draw a picture that their poem describes.

  S. Olivierio
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Objective: The students will learn the meanings of their vocabulary words from their Story of the Week, "Around the Pond: Who's Been Here?"

Set: Today boys and girls we are going to learn about what our vocabulary words mean from our story, "Around the Pond: Who's Been Here?"

Background/Input: Write all the words up on the easel and go over comprehension from the story. Reading stations of 5 students in each group.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Go over each word by dictating all the vocabulary words on the board. Then I have the students read them all with me.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) With flashcards I will go through the circle of students and have them give me the word, definition, and use it in a sentence.

3. Guided Practice: I have made up a group of flashcards with pictures that describe each vocabulary word. I put them together and have each child pick one.

4. Activities: and name the vocabulary word that matches. Then we play concentration with a combination of pictures, definition, and the words.

5. Independent Practice: Each child has a turn to pick two cards and keep them if they get it correct. The child with the most in the end wins.

Assessment/Criterion: Observe the knowledge of each child as they pick definitions for each drill or during the concentration game.

Student Teacher: [Signature]
Master Teacher Approval: [Signature]
Date: 11-6-02