Owen Elementary Jean Domyancic

12/5/13 9:45-10:45

Room: 236 Grade 2

Demographics: This class has 23 2nd grade students. Of those 23 students, two students are physically handicapped and receive instruction in a self- contained classroom. One student is autistic and comes into this classroom during different times of the day, but receives most of the direct instruction in a self-contained classroom. Generally, 20 students are in the classroom during reading, writing, and math instruction. Of the 20 students, one has an IEP for academic concerns and another student has an IEP for speech concerns. There are two students in the class who participate in the gifted program at the school. The class is ethnically diverse and also has a wide range of academic abilities.

**ELA Standards**:

CCSS.ELA-Literacy. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy. RI2.2 Identify the main topic of a multiparagraph text as well as the focus on the specific paragraphs within the text.

CCSS.ELA-Literacy. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-Literacy. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY. RI2.6 Identify the main purpose of the text, including what the author wants to answer, explain, or describe.

Learning Targets: Students will be able to read content rich non-fiction material at the second grade level and above.

 Students will be able to gain facts about Emperor penguins regarding their habitat, food, behavior/ adaptations, and body covering.

 Students will be able to answer text based questions about the topic by rereading the text.

 Students will be able to make and write fact based generalizations about Emperor Penguins habitat, food, behavior, and adaptation.

 Students will expand their vocabulary by focusing on vocabulary that appears in the text.

**Materials**: **Harcourt Trophies 2nd Grade text Banner Days** The Emperor’s Egg, Teaching Kids News article *Lost Penguin Back In His Natural Habitat*., chart paper, anticipation guide and research grid.

**How this lessons fits with a larger unit**: Prior to this lesson, students have been involved in a nonfiction informational reading and writing unit. During our reading and writing workshop time, students have learned how to use various resources to research an animal. Their research was used to write a nonfiction booklet about the animal. Some of the resources were nonfiction books, magazines, and 2 computer sources…Peeblego and World Book Encyclopedia. After this lesson, students will create a nonfiction brochure about Emperor Penguins.

**Lesson Plan for Video Lesson**:

* Class will have completed the anticipation guide on the story the day before. This guide has statements, some true some false, regarding the topic of the Emperor Penguin. The students will write true/false to the facts based upon background knowledge. The Emperor’s Egg will then be read in class.
* The class will reread the story aloud and students will complete the anticipation guide by answering true or false to the statements. Their answers will now be text based answers on the information during the rereading. The teacher will also ask various text based questions…
	+ Where does the Emperor Penguin live?
	+ Who takes care of the egg? Are you surprised?
	+ Why does the author say he didn’t lay it himself of course?
	+ How does a penguin walk?
	+ Who is taller male or female?
	+ What is does the female do after she leaves? Why does she do this?
	+ Have you read about any other animal that eats shrimplike creatures?
	+ Why is May or June the beginning of winter in Antarctica?
	+ How do penguins stay warm in the frigid winters in Antarctica?
	+ What do you think is the chip, chip sound?
	+ What two jobs does the father have to do?
	+ How does the father feed it? How long can the father feed it?
	+ What is special or unique about each penguin?
	+ How does the mother feed the penguin chick?
	+ What is something you learned about penguins that you did not know before?
	+ What nonfiction text features did you notice?
	+ Why did author change the font of some of the text?
* Teacher will discuss vocabulary words in the text: island, mate, waddled, krill, huddle, trundles, horizon, trumpeting, racket.
* **Collaborative Activity (approximately 10 minutes)**: Students will complete a “fact finding” sheet with partners to gain specific facts on Emperor Penguins food, habitat, behavior/adaptations, and body covering. They will use the text as their resource. Students will be working with partners in various places in the classroom.
* Students will share their facts with the class and teacher will record the information on chart paper.
* Students will be asked to use their new knowledge of Emperor Penguins to understand another nonfiction text…article from Teaching Kids News *Lost Penguin Back In His Natural Habitat*.
* Teacher will share a news article about a young penguin that got lost. During this sharing, teacher will read part aloud and students will read part aloud.
* Students will answer text based questions and explore new vocabulary such as *natural, floes, conservation, disturb, elegant, pounds. satellite transmitter*.

**Closure**: Teacher works to connect reading nonfiction information text to news reporting article. Does all nonfiction writing have the same features? What was the author’s purpose of writing this nonfiction material? How can reading nonfiction material help us in life?

**Reflection on the Lesson/Relating to Core Actions**:

Core Action 1: Focus each lesson on high quality text (or multiple texts).

 Students were able to read a 2nd grade district approved text with support from the teacher. The nonfiction text was another example of a resource students could use to research an animal. The additional text from Teaching Kids News was at or above the 2nd grade reading level with rich vocabulary. More support was needed for this text.

Core Action 2: Employ questions and tasks that are text dependent and text specific.

 The lesson addressed the skill of going back into the text to answer literal questions as well inferential questions. Vocabulary was rich without being overpowering. Lesson built upon background knowledge to fact based knowledge from text. Students were then asked to use the newly acquired fact based knowledge to understand a second text, the article. Questions for the news article were also text based and higher level.

Core Action 3: Provide all students with opportunities to engage in the work of the lesson.

 When the students worked with partners, they were able to converse regarding information in the text. Support was given for groups who had difficulty completing the task.

Core Action 4: Ensure that instruction and material explicitly and systematically provide all students with the opportunity to master foundational skills.

 Reading Foundation Skills were addressed in the lesson. Students needed to apply grade level phonics and word analysis skills to decode words. Rereading was encouraged to increase fluency with grade level and above text. Other strategies to encourage reading foundational skills were: self- monitoring, back up and reread, and fix it up.

Core Action 5: Provide all students with opportunities to engage in the work of the lesson.

 Students have been able to internalize some of these reading foundational skills/reading strategies so far this year. Students seem positive about preserving in reading and the tasks associated with it. A safe atmosphere for learning through trial and error has been established in the classroom this year.