

<p><b>Curriculum Standards:</b> State Curriculum Standards – Underline your <u>language/vocabulary words</u> and your <u>verbs</u></p>	<p><b>Essential Question(s):</b> What question(s) or drive your instruction?</p>		<p><b>I Can Statement(s):</b> In student-friendly language, how would your students answer these questions?</p>
<p>2.W.RW.10 With guidance and support from adults, <u>engage</u> routinely in writing activities to <u>promote</u> writing fluency.                      2.SL.CC.1 <u>Participate</u> with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.                      2.SL.CC.2 <u>Recount</u> or <u>describe</u> key ideas or details from a text read aloud or information presented orally or through other media.                      2.SL.PKI.6 <u>Speak</u> in complete sentences when appropriate to task and situation in order to <u>provide</u> requested detail or clarification.                      2.RL.KID.1 <u>Ask</u> and <u>answer</u> such questions as who, what, where, when, why, and how to <u>demonstrate</u> understanding of key details in a text.                      2.RL.CS.4 <u>Describe</u> how words and phrases supply meaning in a story, poem, or song.                      SSP.03 <u>Organize</u> data from a variety of sources in order to: ● <u>Compare</u> and <u>contrast</u> multiple sources ● <u>Recognize</u> differences between multiple accounts ● <u>Frame</u> appropriate questions for further investigation                      SS2.14 <u>Recognize</u> the difference between physical and political maps.</p>	<p>How can we use the I notice, I wonder chart to understand the text, <i>The Legend of the Bluebonnet</i>?                      How can our previous texts relate or differ to our new text?                      How can we use our “Itching” question to think more about our text?</p>		<p>I can ask and answer questions about the text, <i>The Legend of the Bluebonnet</i>.                      I can contribute to the I Notice, I wonder worksheet about our text.                      I can talk about my notices with a partner during think-pair-share.                      I can match our vocabulary terms to their correct definitions.</p>
<p><b>Lesson Objective(s) – Student Learning Outcome(s) for this learning experience</b>                      Objectives use active verbs, are measurable (if applicable), and link to standards. Consider using Bloom’s Taxonomy or Webb’s Depth of Knowledge. Please number objectives.</p>	<p><b>Assessment/Evaluation</b>                      How will students demonstrate an understanding of lesson objective(s)? These will be <b>highlighted in blue in the Instructional Steps Section</b>.   <b>Informal Formative Assessments:</b> How will you monitor student progress toward lesson objectives as you are teaching? (i.e., formative, informal, and/or formal assessments)   <b>Formal Assessments:</b> What formative evidence will you collect to document student learning/mastery of lesson objective(s)?</p>		<p><b>Evaluative Criteria:</b> For each formal assessment, list and/or describe the performance indicators or dimensions that are used to assess the evidence of learning. Evaluation criteria must be aligned with objectives and may examine correctness/accuracy, sophistication or elaboration of response, or quality of explanation. Often these are included in rubrics, performance checklists, or rules for awarding full versus partial credit.</p>
<p>Write each objective on a separate line.</p>	<p>Name of Assessment</p>	<p>Indicate whether your assessment is Informal/Formal. Indicate whether your assessment is for the whole group, small groups, or individuals.</p>	<p>Provide an indication (list, correct answer, rubric criteria, etc.) of what you expect to see to show you that students understand the objective.</p>
<p><b>Objective #1:</b>  By the end of this lesson, TLW be able to match our vocabulary words to their correct definition.</p>	<p><b>Assessment for Objective #1: Vocabulary match worksheet, the students will take this as a pre-assessment and then a post-assessment to see their level of mastery on the words that we discuss from our story.</b></p>	<p>Formal- this will be completed individually.</p>	<p>Correct answers will be used for this assessment, during the pre-assessment the children will answer to the best of their ability. During the post-assessment the students will complete this vocabulary sheet again and then it will be collected to see their mastery after reviewing the words throughout the lesson.</p>

<p><b>Objective #2:</b></p> <p>By the end of this lesson, TLW will be able to complete the I notice, I wonder chart.</p>	<p><b>Assessment for Objective #2: Students will complete their I notice, I wonder chart, this will be completed with their peanut butter-jelly partner on the carpet, as I read the book to them in sections.</b></p>	<p>Informal- students will be able to complete this with their carpet partner.</p>	<p>This is more of an observation type of assessment. I will be looking through their charts to see if they are making connections to their previous texts to this new text.</p>
<p><b>Assessment/Evaluation Modifications:</b> <i>What modifications will you make on assessments/evaluations for students with diverse and/or special needs (i.e. students with IEP or 504, ELLs struggling learners, advanced learners) and will these modifications be within/for small groups or individuals? Include a modified assessment tool as an appendix or a plan for how you will modify an assessment (e.g., eliminate problems, etc.). and justify your choices.</i></p>			
<p>IEP/504 accommodations will be met first. I will have a small group of students go back to a table during our I notice, I wonder chart so that they can have sentence stems provided to them. I will also let the whole class just write statements, draw pictures, or they can still write sentences if they wish. I will have a small group of students go back to a table for the vocabulary assessment so that it can be read to them. I have some students in my class that need to have assessments read to them, so I want to make sure that I provide them with that opportunity. I also want to make sure that my students have a variety of ways that they can complete their chart because we have a lot that we need to cover for this text.</p>			
<p><b>Academic Feedback:</b> <i>How will you provide feedback that guides student learning aligned to the objective(s). You should provide a strategy to address individual learning strengths and/or needs. You should plan for student-to-student feedback, when appropriate.</i></p>			
<p>I will provide feedback by providing guiding statements to help the students complete their chart. I will also model the first I notice for them so that they know what the expectations are. I will be walking around the carpet to provide student-to-student feedback if it is needed. I will also have a small group of students at a back table to provide them with sentence stems in order to complete their chart. I will also have the vocabulary match read to a small group of students who need that extra support.</p>			
<p><b>Knowing Your Learners:</b> <i>Describe pre-requisite skills students have that will help them meet the lesson objective(s). What is your evidence that students have acquired this/these skills(s)? This may include pre-assessment data; student personal, cultural, or community assets you have gathered, and observations you have made concerning your students. How will this information be used in planning the lesson?</i></p>			
<p><i>Pre-assessment data</i></p>	<p><i>What information about your students can you leverage to increase engagement/interest/motivation during this lesson?</i></p>	<p><i>How will you use this information to inform your plan?</i></p>	
<p><b>Prior academic knowledge:</b> Students have already completed some graphic organizers before. Students have verbally talked about I notice, I wonder details. Students have looked at two other texts, <i>The Buffalo Are Back</i>, and <i>Plains Indians</i>. Using these texts they have compared the two for what type of information they provide. Students have been discussing the plains and how those areas look compared to where we are. Students have also been introduced to different vocabulary that comes with their new texts, and I can help them come up with great hand motions to help them act out their words.</p>	<p><b>Personal assets/interests:</b> Our students are familiar with looking through a text to find details that they have verbally announced when looking at a new text. Students are going to be able to collaborate with one another which will increase level of engagement because they will get to hear from each other about different notices or wonders. There will be hand-motions and discussions that will increase level of engagement because the students will be able to be active during this lesson.</p>	<p>This information informed my plan because I can ask the students guiding questions that can help them make connections to their previous texts that they have looked at and be able to point out different details between them. We can also use this information to help the students recognize the different land features in the text to where we live and make connections to how we use our land attributes to how the individuals in our texts use their land attributes. I can also use this information to help the students be able to complete their I notice, I wonder chart and then help them be able to have a great “itching” question that they want to have answered in the story. I also want to make sure that when I introduce our vocabulary to the students that I make sure to provide the students with hand-motions to help them act out these new vocabulary words.</p>	
<p><b>Common misconceptions:</b> These texts are</p>	<p><b>Cultural assets/interests:</b> Students have</p>		

<p>too complicated for the students to understand. Having the students pull out an “Itching” question does not benefit their inquiry about the text. Students are not going to understand the vocabulary words that they are introduced to.</p>	<p>been discussing different cultures. Students have been discussing how different land features can affect a culture. Students have been looking at a variety of texts that discuss different information about the plains.</p>	
<p>How will/did you collect this data? I collected this data by looking back at the other lessons that they have previously done in this module. I looked at their previous texts and connected that to the expectations that they have for this text. These texts correlate together but we are continuing to look at different cultures and different land attributes but increasing their vocabulary.</p>	<p>Community assets/interests: Students are able to connect this learning to how we all have different cultures than one another. We are also connecting this to how land features are different from one another and students can look at the attributes of where they live to compare and contrast.</p>	
<p><b>Academic Language Demands</b> – You will add what you write here within your instructional procedures. You should think about when you want students to engage in the key language task (activity) as you write your instructional procedures and implement those during the lesson.</p>		
<p><b>Key Vocabulary Task:</b> Explain one activity your students will do during the lesson that involves vocabulary. <b>Highlight your Key Vocabulary Task in the Instructional Steps Section.</b> Our <b>vocabulary match</b> is a key vocabulary task because it is words from the text that the students need to understand the meaning of in order to grasp the contents of our text.</p>		
<p><b>Vocabulary-</b></p> <p><b>Academic Vocabulary-</b> What specialized terms and phrases do students need to understand what they are expected to do?</p> <p><b>Content Vocabulary-</b> What are the key, subject-specific, vocabulary words, symbols, or sounds in this lesson?</p>	<p><i>Academic Vocabulary: engage, participate, describe, provide, ask, answer, organize, compare, contrast, demonstrate, recount, speak</i></p>	<p><i>Content Vocabulary: shaman, famine, miraculous, sacrifice, legend</i></p>
<p><b>General Language Supports</b> – What are things you do in the class every day to support language (e.g., word walls, anchor charts, vocabulary journals, etc.)</p>	<p>We have hand-motions that we do with our vocabulary as best we can so that the children have something to act out. I will also be providing guiding statements and helping the children draw conclusions in order to find the definitions of the words that we are focusing on with this text.</p>	
<p><b>Individual Supports</b> - Supports used to target the specific needs of an individual student to accomplish the key language task (e.g., ELL, student with autism, struggling reader or writer, student with significant language delays). These students may or may not have been formally identified and may or may not have an IEP or 504 plan.</p>	<p>All IEP/504 modifications will be met first. A small group of students will be pulled to a back table where their assessment will be read to them, the same group will also be pulled for their I notice, I wonder chart so that they can have sentence stems or receive help with their ideas that they want to put in the chart. This text will be read aloud to the students as well in sections so that we can focus on one section at a time.</p>	
<p><b>Higher Ordered Thinking Questions, Activities, Engagement</b></p>		

**Questions and/or activities for higher-order thinking:**  
*These are open-ended and cannot be answered by yes or no. There should be a high frequency of questions, asked at various points throughout the lesson to guide rather than direct student thinking. (from TEAM: Questioning, Problem-Solving Thinking Skills)*  
**Please highlight these in yellow in the Instructional Part of your plan below.**

What do you notice about the cover of the text?  
 What do you think the word legend means?  
 What do you notice about the word shaman?  
 What do you wonder about the word famine?  
 Can you think of a time when you had to make a sacrifice?  
 What do you think when you hear the word miraculous?

**Activities that require high levels of student engagement.**  
*Please describe the activities that students do in the lesson that require high levels of engagement. (These activities are more student-centered, requiring students to take more responsibility for learning.)*  
Underline the text in the Students Do section below that describes these activities.

I notice, I wonder chart  
Matching vocabulary task  
Think-pair-share

**Instruction** – *When designing your instruction, consider when you will implement formal and informal assessments, when you will provide feedback, and when you will teach academic language. Therefore, this section should include the aspects written above.*  
 Highlight in yellow all Higher Ordered Questions and Thinking Activities.  
 Highlight in blue all informal and formal assessments.  
 Highlight in green your Key Vocabulary Activity  
 Underline any activities/tasks that require high levels of student engagement.

**Co-Teaching Strategies Used:** *(highlight and explain all that apply): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching*

One teach, one assist. I am leading this lesson, but I have my mentor so that she can have a small group of students and help them with their needs so that we can meet all individual needs in the classroom.

Lesson Part	Description of Activities and Instruction (Teacher Does)	Description of Activities and Instruction (Students Do)	Meeting Individual & Group Needs
		What do you plan for students to do during the major steps of this lesson? Please make your numbers correspond to the numbered steps in the other columns. <u>Underline any tasks that require high levels of student engagement.</u>	Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Consider ELL and other specific individual or group learning; includes requirements in IEP or 504 plans.

<p><b>Set/Motivator</b> Describe the beginning of your lesson which should include bell work (if needed), a hook/motivator to engage student interest, a presentation of objectives, state the learning, or Essential Question, introduction of the topic. Additionally, relevance &amp; connections must be made to prior learning, personal, cultural, or community assets.</p>	<ol style="list-style-type: none"> <li>1. I will first give the students their <b>vocabulary match</b> and tell them that these are some words they are going to work with today and ask them to try their best to determine what the words mean.</li> <li>2. After the students complete this, I will call everyone to the carpet, and show the students our new text that we will be working on, then I will prompt the students with <b>"What do you notice about the cover of the text?"</b></li> <li>3. I will read the title to the students and prompt them with, <b>"What do you think the word legend means?"</b></li> <li>4. I will pass out their <b>I notice, I wonder charts</b> and read the first section of our book.</li> <li>5. I will pause at the word famine and ask the students, <b>"What do you wonder about the word famine?"</b></li> <li>6. I will pause and give the students 2-3 minutes to <b>work with their peanut butter jelly partner to write about their first I notice/wonder that they have about this first section.</b></li> <li>7. I will prompt the students to tell me about some differences in this text to the others that they have been working with.</li> <li>8. I will read the next section of our text to the students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will take their <b>vocabulary match</b> assessment just trying their best to match the words with their meanings. Students will listen that these are words they will be studying today with the book that we are reading.</li> <li>2. Students will come to the carpet and view the text that we will be working on, answering the question, <b>"What do you notice about the cover of the text?"</b></li> <li>3. Students will use prior knowledge or give their best guess to the question, <b>"What do you think the word legend means?"</b></li> <li>4. Students will listen to the first section of the book.</li> <li>5. Students will answer the prompted question of, <b>"What do you wonder about the word famine?"</b></li> <li>6. <b>Students will work with their peanut-butter-jelly partner and write about their first I notice/wonders from the first section of reading.</b></li> <li>7. Students will compare and contrast this text to our previous texts that we have studied.</li> <li>8. Students will listen to the next section of the story.</li> </ol>	<p>All IEP/504 accommodations will be met first.</p> <ol style="list-style-type: none"> <li>1. When the students are taking the pre-assessment of the vocabulary match, I will have a small group of students go to a back table for the assessment to be read to them.</li> <li>2. Those students will come back to the carpet for discussion, and they have assigned carpet spots and think-pair-share partners.</li> <li>3. When I pass out the I notice/I wonder charts I will have a small group of students go back to a table where they can have guidance for filling out their chart.</li> <li>4. I am going to express to the whole class that they can use statements, pictures, or if they choose, they may still write sentences.</li> <li>5. I am connecting this chart to the graphic organizers that the students completed prior to this chart.</li> </ol>
<p><b>Instructional Procedures/ Learning Tasks:</b> Continue numbering your steps as they continue from the Set/Motivator. Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies. Highlight in yellow all Higher Ordered Questions and Thinking</p>	<ol style="list-style-type: none"> <li>9. I will pause on the word shaman, and prompt the students with, <b>"What do you notice about the word shaman?"</b></li> <li>10. Then I will ask them, <b>"What do you think sacrifice means?"</b> Then I will provide them with the definition. Then I will ask, <b>"Can you think of a time that you had to make a sacrifice?"</b> Then <b>I will have them turn and talk to peanut-butter-jelly partner.</b></li> <li>11. I will then pause again for about 2-3 minutes and let them fill out their chart so more.</li> <li>12. I will continue to read to the students and read them the last section and pause on the word miraculous, and prompt, <b>"What do you think of</b></li> </ol>	<ol style="list-style-type: none"> <li>9. Students will engage in discussion through the prompted question, <b>"What do you notice about the word shaman?"</b></li> <li>10. <b>Then students will talk with their peanut-butter-jelly partner about the word sacrifice,</b> after hearing the teacher give the definition, the students will discuss, <b>"Can you think of a time that you had to make a sacrifice?"</b></li> <li>11. Students will then fill out their next bit of their chart from that section of the story.</li> <li>12. Students will listen to the rest of the story.</li> <li>13. Students will respond to the prompt, <b>"What do you think of when you hear the word miraculous?"</b></li> </ol>	<ol style="list-style-type: none"> <li>6. I will be providing the students with page numbers that they can find great details to add to their chart.</li> <li>7. When prompting the vocabulary words, I will be asking the students for their guesses or ideas first before helping them determine the actual definition for the words.</li> <li>8. Students are given 2-3 minutes to fill out their</li> </ol>

<p>Activities.</p> <p>Highlight in blue all informal and formal assessments.</p> <p>Highlight in green your Key Vocabulary Activity</p> <p>Underline Active Engagement Activities/Tasks</p>	<p>when you hear the word miraculous?"</p> <p>13. Then I will pause for the last time for them to complete the rest of their I notice/wonder chart.</p> <p>14. I will ask the students to leave their charts on the carpet and then go back to their seats.</p> <p>15. I will inform the students that they are going to do the vocabulary match again but reminding them that this time they are more familiar with the words.</p> <p>16. Once they complete that they will place their vocabulary match on my back table.</p> <p>17. Once all students have finished, I will call them back to the carpet and ask them to look at the bottom of their I notice/I wonder chart.</p>	<p>14. Then the students will complete the rest of their chart.</p> <p>15. Students will leave their charts on their carpet spot and go back to their seats.</p> <p>16. Students will complete the vocabulary match again, this time being more familiar with the words</p> <p>17. Students will place their vocabulary match on teachers back table.</p> <p>18. Students will return to the carpet and look at the bottom of their I notice/I wonder chart.</p>	<p>charts as we read each section of the story, if they need more time, I will provide that for them.</p> <p>9. When students take the assessment of the vocabulary match again and a small group of students will be sent back to the table again so that the assessment can be read to them.</p>
<p>Closure: Continue numbering to describe the end of your lesson. Make clear connections to real-world situations and require students to reflect on and apply their learning through verbal or written expression.</p>	<p>18. I will show them where it says "itching" question.</p> <p>19. I will do my correlating hand-motions that I have prepared to show the children what I mean when I say itching question.</p> <p>20. I will then give the students 2 minutes to complete their question and then I will ask the students to turn in their charts on my back table.</p> <p>21. I will close the lesson by asking the students what they learned from, "The Legend of the Bluebonnet?"</p> <p>22. I will also ask them what they cannot wait to find out in their next lesson studying this text.</p>	<p>19. Students will participate doing the hand-motions for their "itching" question.</p> <p>20. Students will have 2 minutes to think of their itching question and write it at the bottom of their chart.</p> <p>21. Students will turn in their chart to the teacher's back table.</p> <p>22. Students will respond to the prompt, "What have you learned from <i>The Legend of the Bluebonnet?</i>"</p> <p>23. Students will participate in discussion about a concept or idea or question that they cannot wait to have answered as they continue to study the text.</p>	<p>10. I will be doing hand-motions for the students to understand what I mean by "itching" question.</p> <p>11. I will be prompting the students with guiding statements for what they have learned throughout reading the text.</p>
<p><b>Material/Resources:</b> What do you need for this lesson? Identify, within a bulleted list, the specific materials and resources that you will use. Describe how these materials and resources add value, depth, and extend students' learning.</p>		<p><b>Technology:</b></p> <p>(a) Describe the technology you plan to use in your lesson,</p> <p>(b) How does the identified technology in your lesson improve student learning? If applicable,</p> <p>© explain how you will use this technology to support a variety of student needs within the learning environment, and</p> <p>(d) If you used this technology to design and implement formative and/or summative assessments, please explain. Did you use the technology to collect and/or analyze your data to inform instruction? Explain.</p>	
<ul style="list-style-type: none"> <li>• <i>The Legend of the Bluebonnet</i> by Tomie DePaola</li> <li>• Vocabulary Match</li> <li>• I notice/I wonder chart</li> <li>• Presentation Slides</li> <li>• Previous texts</li> </ul> <p>These materials are important for this lesson because they are texts that the students are studying to be to compare and contrast. The slides that I have are to help the students be able to point out their ideas and be able to promote our discussion. The</p>		<p>I am using slides and our document camera throughout this lesson; the slides are to provide the students with guiding statements and to show the students what we are working on. I will be reading the book underneath the document camera to show the book as I read it to the students. This technology is important for my lesson because the students need to have a clear view of the text so that they can create their notices and wonders but also be able to look at the imagery throughout the text because that is another part that the students need to use in order to make their comparisons and contrasts of the texts.</p>	

vocabulary match is one of their assessments that I have created. The I notice/I wonder chart is another sheet that I created, and this is for students to write down their thoughts as we read through the story as a class. I will be pulling our previous texts that the students have looked at so that the students can truly have a good comparison tool so that we can continue our text study.

**Management:** *Explanation of processes and/or procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning (e.g. work boards, posted procedures, modeling, positive feedback, redirection). If management decisions were addressed above, please bold those processes and procedures.*

The students are going to start out at their seats for the pre-assessment, but the small group will be pulled, and the papers will be given to them at the back table. I will call our class together by using our posted procedures once everyone has finished their assessment and then have them come to the carpet. I introduce the text and ask the students to make inferences about what they think the book will be about just by looking at the cover. I will then pass out their charts to them; a small group will be pulled to the back table so that they can have guidance when we are reading through the story. I will give positive feedback and use our procedure circle when it comes time for me to start doing my hand-motions. When students go back to their seats for their final assessment I will do our hand-motion for that as well. When the students finish their assessment, I will call the students back to the carpet for them to finish up their charts and then once the students finish their itching question then they will put their papers on the back table and then it will be time to do our closing classroom procedures.

**Theory/Rationale:** *Justify your decisions for the following: assessment strategies/resources, key vocabulary tasks, and instructional strategies. Use your textbooks to cite credible research and/or theories we have discussed throughout the program. "I plan to \_\_\_\_\_ because \_\_\_\_\_. For example, \_\_\_\_\_."*

I plan to have students complete a vocabulary assessment so that I can increase their language, I also plan to have students complete a I notice/I wonder chart to discuss their ideas and details that they see from the text, I plan to use think-pair-share partners so that students can collaborate on finding details in the texts, because it is crucial to provide students with new vocabulary that they can use in their later educational careers, as well as knowing how to use a graphic organizer so that they can continue to work on how to look for crucial details that can help them when writing. For example, students need to be introduced to new vocabulary so that they can use this as prior knowledge for when they come across the word again. Writing is a subject that is often accompanied by a graphic organizer so that the students can organize their writing and by allowing students to collaborate together minds get to work together and bounce ideas off of one another.

**References:** *Provide references in APA format.*

Wit and Wisdom teacher manual.  
*The Legend of the Bluebonnet* by Tomie DePaola.  
Wit and Wisdom curriculum slides.