

Daily Lesson Plan

Date: Thursday, March 9, 2016

Objective for today's lesson: Students will make inferences and draw conclusions by assuming the role of an author and composing and ending to the story, using the clues found in the text and illustrations.

Standards Addressed:

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Rationale: I had the opportunity to participate in Walled Lake's Teacher-2-Teacher program this year. During these sessions, I learned about using complex picture books to promote critical thinking. I used the data provided during the Oakley Park Elementary School staff meeting to guide my instruction for this lesson.

Claim: Students can read closely and analytically to compose a range of increasingly complex text. One of the subareas OPE students struggled with was, "Make an inference and provide a conclusion of informational text and use supporting evidence to justify and explain inferences." Although my second grade students do not participate in M-STEP testing, we are already practicing on mastering these concepts in preparation for future instruction and to enhance our current reading comprehension. For making inferences, I taught my students an equation: Inferences = Schema (prior knowledge) + Clues (evidence from text/illustrations). This aligns wonderfully with the subarea "Use evidence to support opinions based on prior knowledge and information collected."

Claim: Students can produce effective writing for a range of purposes and audiences. It was also mentioned that students need exposure to more academic jargon. While students may be more than capable of completing these writing tasks, they may be thrown for a loop when they see words such as "compose." Therefore, I integrated this word into today's lesson.

Claim: Students can employ effective listening skills for a range of purposes and audiences. The subarea mentioned was, "Interpret and use information delivered orally." While I will be the one reading today's story, I will be reading it in multiple voices. In this book, the author does not signal who is speaking with verbs such as said, stated, declared, yelled, etc. Instead, Jon Klassen uses different colors to signal a change in speaker. To help students catch this literary technique, I will be giving each character a different voice.

In conclusion, by teaching our students to read between the lines using their own experiences and new information, we are enhancing their enjoyment of reading by allowing them to make more personal connections. Texts become more memorable, and students begin to think critically about ways in which they can apply what they read. We are preparing children to think about their own thinking and helping them to develop tools they can utilize when reading new texts in the future.

Materials & supplies needed:

- I Want My Hat Back* by Jon Klassen
- I Want My Hat Back* anchor chart
- This is Not My Hat* anchor chart
- Making inferences sentence starter strip

- Microphone
- Inference writing response worksheet
- Formative assessment cups
- Stamina anchor chart
- Stamina spray
- Learning target sign
- Pencils

Procedures and approximate time allocated for each event

Introduction to the lesson: 3 minutes

- Remind the students that great readers think and read at the same time. Explain that we will be continuing to practice this today as we continue our work with *I Want My Hat Back*.
- Activate the students' schema of Jon Klassen's work by referring to the *This is Not My Hat* anchor chart.
- Introduce the students to the *I Want My Hat Back* anchor chart.
- Show the students that yet again, in this photograph of Jon Klassen, we see him wearing a hat. This time, it is a Detroit Tigers hat!
- Explain that this book earned the Theodor Seuss Geisel Honor, meaning it was a finalist for the prestigious award that recognizes the most distinguished American book for young readers.
- "Now that we've activated our schema, let's explore some new information."

Outline of key events during the lesson: 12 minutes

- Read the essential question: "How can I use symbolism to help me make inferences and draw conclusions?"
- Remind the students that to make inferences, we act as detectives to figure out what the author does not tell us directly. We must combine our schema (what we already know) with clues from the text and illustrations.
- Introduce the students to the concept of symbolism. Symbolism is when we use an object to represent something else. Authors and illustrators often use tangible objects to represent a more complex concept that cannot easily be drawn or explained.
- In our story, the color red serves as a symbol. What do you predict it represents? Why?
- Revisit the concept of idioms. Idioms are phrases that do not follow words' literal, or real, definitions. For example, if you break apart the phrase "It's raining cats and dogs," and examine each word's definition, it does not make sense. However, as a whole phrase, it simply means that it is raining very hard outside.
- During our reading, I would like you to consider the idiom "Caught red-handed." Think about what this phrase might mean as you think about symbolism and listen to the story.
- Read today's learning target, which is posted on the easel.
- Read the inference sentence starter and remind children to use it during discussion—"I infer _____ because."
- Read *I Want My Hat Back*.
 - Stop as indicated by the sticky notes I placed in the book and ask the students to make inferences using the sentence starter "I infer _____ because..."
 - Ask the students to turn and talk with their gathering place

Academic, Social and/or Linguistic Support during each event

- I will be wearing a microphone throughout my entire lesson. The increased volume of my voice will accommodate auditory learners or any students with hearing difficulties, and will help keep students' attention on me.
- I have created a large, colorful anchor chart. This assists visual learners and serves as a reference point to reinforce new concepts and vocabulary.
- Instead of raising their hands, students will be asked to place their hands on their head, on their shoulders, etc. This will help eliminate students waving their hands, putting their hands in their mouths, and playing with their shoes. This will also accommodate my students who need to be moving constantly. I will also use these motions as total participation techniques at times, ensuring participation of all students.
- Students will be seated at their assigned places at the gathering place. This ensures students are seated next to those they can work cooperatively with.
- Tricky words and idioms are defined. This

<p>partner when appropriate.</p> <ul style="list-style-type: none"> -I will listen in on students' conversations and remind students to use sentence starters as necessary. -I will ask for volunteers to share their responses. If a child would like to share, they should indicate this by placing their hands in the designated position, demonstrating that they are listening actively. <ul style="list-style-type: none"> Engage students in the firework celebration—Pat, pat, clap clap, snap, snap, *sizzle.* <p>Closing summary for the lesson: 8 minutes</p> <ul style="list-style-type: none"> Redirect the students to turn their bodies toward the anchor chart. Revisit the symbolism of red and the idiom "Caught red-handed." Introduce the children to the vocabulary word "compose," which means to write or create. At the end of the discussion, engage the students in the roller coaster celebration (click, click, click, woo!) to refocus them. Remind students that we are working diligently to build stamina. Ask a student to remind the class what stamina is. Deliver instructions for the "You're the Author" activity. Explain that it is very similar to the activity they engaged in during the <i>This is Not My Hat</i> unit. When students finish their task, they are to read quietly until asked to regroup. Inform students of what they need at their seat—A pencil and their cups. Spray the students with "Stamina Spray." Dismiss students back to their seats, with the activity page being their ticket back to their desk. As students work, I will circulate around the room, addressing red and yellow cup questions first, as well as providing intentional and productive feedback. When all students are finished with their task, invite them to bring their writing to the gathering place. Students share their work with their gathering place partner. Call on three-four students to share with the whole group. Thank the students for their hard work as detectives, readers, and authors today. <p>Transition to next learning activity</p> <ul style="list-style-type: none"> Prepare students for the transition into Daily 5. Inform each group which rotation they will begin with. <ul style="list-style-type: none"> -Group 1: Reading group with Mrs. Simon -Group 2: Work on writing (finish inference activity) -Group 3: Word Work (complete word study task) -Group 4: Reading group with Ms. Sauchak Students are to gather their materials and settle into their first rotation before lining up for a bathroom break. 	<p>accommodates the ELLs in my classroom who may not be familiar with these phrases.</p> <ul style="list-style-type: none"> Students will have the connection sentence starter to refer to if they need help getting started with their thought. Students have the opportunity to share their thoughts with a partner. This accommodates students who struggle with public speaking who may not want to volunteer to talk in front of the entire class. There is a plan in place for students who finish their work earlier than others. Stamina Spray is utilized to assist students with sustaining independent tasks for an extended period of time. Quiet Critters are distributed to encourage a quiet and positive work environment.
<p>Assessment</p> <ul style="list-style-type: none"> The assessment for today's lesson is formative. I will check-in with students during independent writing time, using their cups to gage initial student understanding. I will also check-in with students and provide additional feedback on their writing during Daily 5. I will be looking to see if children are following directions. 	<p>Academic, Social, and/or Linguistic Support during assessment</p> <ul style="list-style-type: none"> Students will be provided with oral instructions. Students have the

- I will be looking to see if children are referring to the correct text.
- I will be looking for inferences that are thoughtful and logical.
- I will use this criterion to guide my instruction for the following day's lesson.

illustrations from the story on their worksheet to reference.

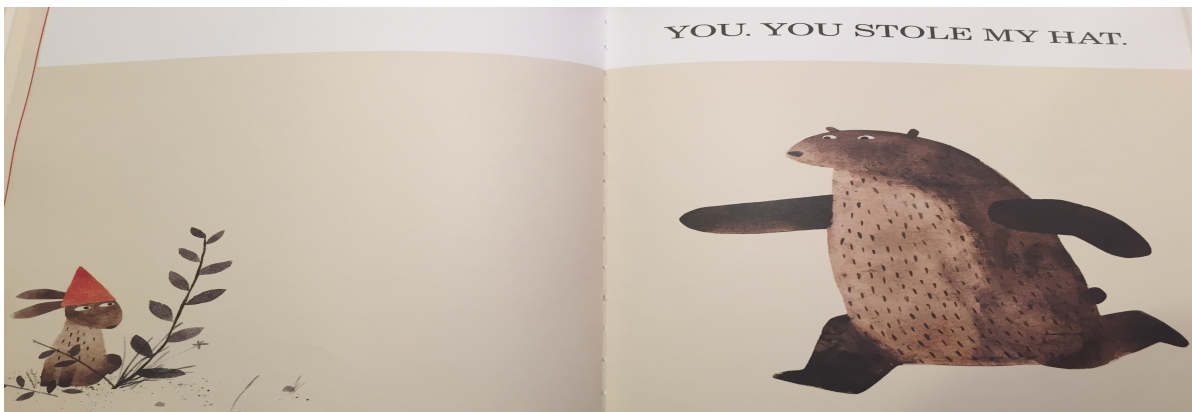
- The academic word "compose" is introduced and defined.
- The anchor chart and book will be available to reference as necessary.
- The color-coded cups allow students to self-assess their learning. They also encourage children to stay seated so they are not disrupting others during independent work time.
- I will conference with individual students during Daily 5. This gives students the chance to talk openly and privately about their work without the influence of their peers.

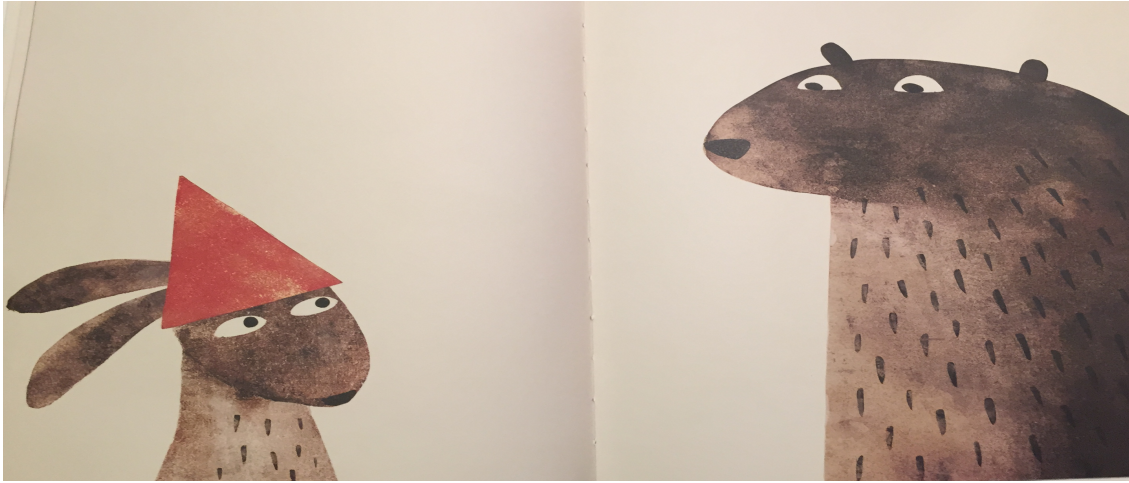
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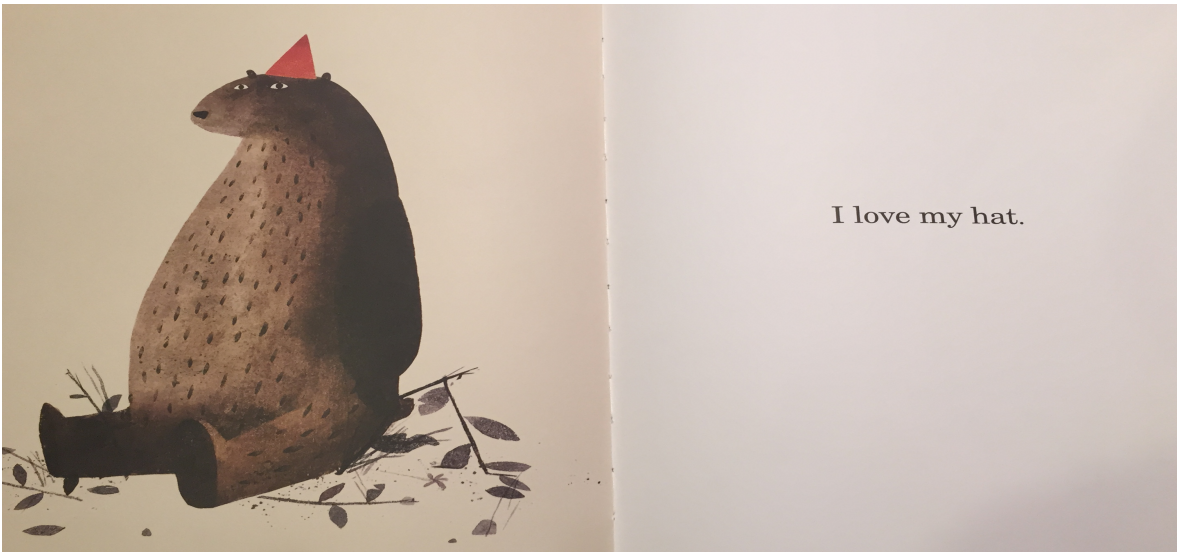
You're the Author!

Pretend you are Jon Klassen, the author of *I Want My Hat Back*. Use the inferences you made during language workshop to compose text for the three wordless spreads. Underline your text with crayons to indicate which character is speaking.









I love my hat.



Excuse me, have you seen
a rabbit wearing a hat?

No. Why are you asking me.
I haven't seen him.
I haven't seen any rabbits
anywhere.
I would not eat a rabbit.
Don't ask me any more questions.

OK. Thank you anyway.



This is Not my Hat

By Jon Klassen



Essential Question: How can I use the text and illustrations to make inferences and draw conclusions?

Making Inferences B M E

Schema + clues from illustrations & text

What we already know... Be a detective!

- Little fish stole big fish's hat
- Little fish didn't think he'd notice
- Big fish wakes up at night!
- Big fish searches for little fish
- Little fish goes to the tall weeds
- Crab sees him
- Crab tells big fish where little fish is
- He finds him
- He got his hat back
- How???

I Want My Hat Back

By Jon Klassen



The Geisel Award is given annually to the authors/illustrators of the most distinguished American book for young readers.

Essential Question: How can I use symbolism to help me make inferences and draw conclusions?

Remember: Inferences = Schema + Clues (text & illustrations)

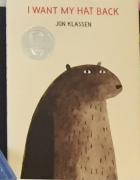
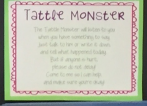
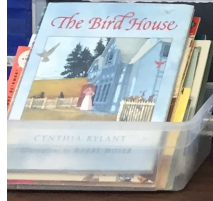
Symbolism: When we use an object to represent something else

Idioms: Phrases that do not follow words' literal (real) meanings

Vocabulary: **compose** - write or create

What does the color red symbolize in this story?

What does the phrase "Caught red-handed" mean?



were
want
went
where
when
with

Z