

2nd grade ELA lesson

Author: Kaila Sanford

Date created: 03/16/2015 2:37 PM PDT ; Date modified: 04/25/2015 1:57 PM PDT

VITAL INFORMATION

Total Number of Students	7
Area(s) Students Live In	Suburban
Free/Reduced Lunch	30%
Ethnicity of Students	3 Caucasian, 3 Hispanic, 1 Other
English Language Learners	3 ELL students in this group. 2 are upper-intermediate and 1 is lower intermediate.
Students with Special Needs	There are 4 students with IEPs currently in this class. Two are for behavioral issues, one is for Autism Spectrum Disorder, and one is for a physical/motor disability.
Subject(s)	Elementary, Reading, Science
Topic or Unit of Study	Reading Writing Symbiotic Relationships in Biology
Grade/Level	Grade 2
Comments	Time Frame: 30 minutes

KEY CONCEPTS & STANDARDS

Big Idea & Essential Questions	This lesson will take place in the context of symbiotic relationships between animals in specific habitats. We will be reading a nonfiction text about a variety of animal relationships and discussing these as well as relationships they have learned about in previous lessons.
Learning Outcome(s)	At the completion of this lesson, students will be able to: <ul style="list-style-type: none">• Identify and describe two or more symbiotic relationships in the wild• Define the word relationship in the context of animals and habitats• Be familiar with the word symbiotic• Create a hypothetical situation involving cause and effect that forms relationships
Summary	Students will discuss prior knowledge. Students will listen to a nonfiction book about animal relationships. Students will fill out a graphic organizer describing cause and effect. Students will create their own hypothetical cause and effect scenario and apply it to animals. Students will express their scenario either verbally or in writing.

Standards	<p>CA- California Common Core State Standards (2012)</p> <p>Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Grade: Grade 2 students:</p> <p>Content Area: Informational Text K-5</p> <p>Strand: Reading</p> <p>Domain: Key Ideas and Details</p> <p>Standard:</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Strand: Writing</p> <p>Domain: Production and Distribution of Writing</p> <p>Standard:</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>Strand: Speaking and Listening</p> <p>Domain: Comprehension and Collaboration</p> <p>Standard:</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Standard:</p>
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Indicator:

1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Strand: Language

Domain:

Vocabulary Acquisition and Use

Indicator:

4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CA- California K-12 Academic Content Standards

Subject: Science

Grade: Grade Two

Area: Life Sciences

Sub-Strand 2: Plants and animals have predictable life cycles. As a basis for understanding this concept:

Standard c: Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

Comments

ASSESSMENTS

Assessment/Rubrics

Throughout this lesson I will informally check for understanding by circulating the classroom. I will also ask for students to repeat back to me what I have told them after giving directions.

At the completion of this lesson I will collect the students' graphic organizers to assess comprehension of the scientific material. I will also collect the students' stories and artwork demonstrating comprehension of the concept of cause and effect. I will use these for assessment of writing skills: content and mechanics.

Comments

MATERIALS AND RESOURCES

Instructional Materials & Technology (handouts, etc.)

Book by Robin Page, "How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships"

Graphic organizer

Blank paper (if one particular student is in this grouping, I will give him paper with lines at the bottom to help scaffold his writing)

Comments

IMPLEMENTATION

Sequence of Activities

1. Discuss what it means to be a good listener. Ask for examples. Have students remember that they are all going to be good listeners during this lesson.
2. Discuss previously introduced examples of animal relationships.
3. Have a turn and talk where each student tells his or her partner about a relationship that they remember from a previous lesson in this unit.
4. Introduce the vocabulary word symbiotic. Have students guess letters, give thumbs up or down if they have heard the word used in a sentence before, and try to give a definition. I will give an "official" definition.
5. Ask students to find a comfortable spot on the floor to listen to a book.
6. Introduce the book "How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships." Tell students that each animal in this story has a relationship to the other animals or to its habitat. Ask students to remember 2 examples that they liked from this book
7. Read aloud "How to Clean a Hippopotamus" Pause after each page to think aloud/retell each relationship.
8. Hand out graphic organizer.
9. Have students return to their tables.
10. Ask students to fill in 2 examples from the story that they liked. Ask for them to write in full sentences (except for the ELLs) why the relationship worked. What caused the relationship to take place and what was the effect?
11. Pass out blank pieces of paper.

12. Ask students to make up a relationship that has a cause and an effect that is beneficial for the animals. They have to be real animals, but the relationship can be made up.
13. Have students write about their relationship and draw an illustration demonstrating the relationship.
14. Ask students to volunteer to present their relationship to the group.
15. Reinforce positive listening behavior during student presentations

Grouping Strategies

Whole group instruction will take place with students at either the tables in the ante-room or at the picnic table behind the classroom. Whole group instruction will also occur and students sitting on the ground with the teacher in a chair. Discussions on the ground take place in partner pairs. If the classroom environment is calm, I will allow table group discussion and cooperation during the coloring. Students will volunteer to present to the whole group.

Differentiated Instruction

I will pause at the end of each page and do a think aloud about the relationship discussed on that page. This will help the ELL students as well as the student on the spectrum.

The English language learners in this group will not be required to write in full sentences.

In order to help the student on the spectrum, all students will receive paper with lines for their writing at the bottom of the page.

Comments

REFLECTIONS

Prior to Lesson**Post-Lesson**

I had a great time teaching this lesson. Behavior wise, it didn't go quite as smoothly as I had hoped, but I feel that I did a good job keeping the students on track and I think they learned from the experience.

Planning this lesson was a challenge. I didn't know where the students would be in their science unit, so I wasn't sure what to teach the students. I settled on a vocabulary lesson in relation to a theme they are working on: relationships in nature. Teaching vocabulary is a challenge because some students are already experts while others have never heard of the word before. In my lesson I tried to emphasize the root of the word (bio in the word symbiotic) to tie it to something familiar. The students enjoyed remembering words that have the root bio in them and I got an example from most of the students in my group.

Something that I didn't do was specifically assess the use of the vocabulary word that I taught. Instead, I assessed the students' grasp of the concept behind the word. It turned out that the students were familiar and comfortable with the concept behind the word symbiotic. I should have asked them to use the actual word symbiotic in their writing.

Instead of differentiating for specific learners in my lesson I taught in a way that made the concept accessible for my English language learners. I tied the word into material that the class had been working on for the past several weeks, gave real world examples, called on their previous knowledge, and kept all of the students in my group engaged. I wish that I'd had more time to work with each student individually, but the time frame didn't allow for it.

I felt extremely proud when I received the feedback from my supervisor. She mentioned that I did a great job keeping the students engaged even though they were all disinclined to do so. I started my lesson with a brainstorm about what it looks like to be a good learner and reminded the students throughout the lesson that I was looking for good learners. The setting in which I taught my lesson was challenging because it is a relatively new environment for the students and they wanted to play. I didn't scold individual students, but I made it clear that we wouldn't cover any material unless I had the attention of everyone in the group. When the students started getting off track I praised the few students who were showing me good listening skills and gradually brought the rest of the students back into the activity by praising the aspects of being good learners that I was able to observe.

I look forward to the next time I teach a lesson to students. Hopefully I will be able to incorporate more specific assessments and spend less time on behavior management.

Comments
