

Outline for a Daily Lesson Plan

Date: 11/09/2009

Estimated Time Needed for Lesson: 25-30 minutes

Objectives for today's lesson:

#1 - Students will be able to recognize a nonfiction text as one that is indented to give us new information about a particular topic and is based on facts. Students will recognize this as I present nonfiction texts to them, as well as when reading nonfiction texts on their own.

#4 - Students will develop skills strategies that will enable them to read and comprehend nonfiction texts. Specifically, students will be able to use the features of nonfiction texts to further their understanding of the text).

#8 - Students will recognize and be able to recognize, say and spell particular high frequency words covered throughout the texts in the unit (in, to, have, and, of, is, it).

#9 - Students will be able to formally organize information they have learned from the nonfiction texts we cover in this unit (Life in a Tree, Animals and Their Babies, Baby Animals, From Milk to Ice Cream).

Background Information: At this point in the unit we have read through/reviewed the book Life in a Tree three time as a whole class. The purpose of this lesson is to review the information we have learned about plants and animals that depend on trees for food and shelter, and organize the information into a chart to display in the hallway.

Materials & supplies needed:

- Large sheet of roll paper with a tree drawn on in marker
- Book -- Life in a Tree
- Pencils (enough for all 22 students)
- 22, 6in x 6in squares of white construction paper
- Markers
- Glue

Procedures and approximate time allocated for each event

• Introduction to the lesson (5 minutes)

-I will begin by inviting the students to come and join me on the carpet. I will have the book displayed on an easel for the students to see, as well as the tree chart displayed on the white board for students to see. I will wait for all students to be sitting criss-cross-applesauce, with their hands in their laps and their mouths closed, ready to learn. It typically helps if I compliment students who are doing what I have asked (i.e. "I really like the way Cole is sitting flat on his bottom, facing me, with his mouth closed and his hears open, ready to learn). This tends to "clue in" the other students as to what they should be doing.

-I will suggest to the students that it would be nice if we could create a class chart based on everything we have learned from the book, Life in a Tree. to display in the hallway to teach other teachers and students about the different plants and animals that

Academic, Social and Linguistic Support during each event

The students I am concerned about most are my 2 ELL students who do not speak any English and my 2 students who seem to have a very difficult time staying focused during longer lessons/ discussion lessons. To accommodate the needs of my ELL students I will speak slowly and try to look directly at them when speaking so they know I am including them in our discussion. I will also be sure to carefully annunciate my words. I will repeat my questions once or twice as well. For my students who have trouble staying focused, I have found it works best if I ask them to come and sit

depend on trees for food and shelter. I will call students attention to the tree I have drawn on the roll paper and tell them –

-“This is what we will be using to display our information. We will be making a list of all the different plants and animals we found in the book that depend on trees for food and shelter. We will go back through the book quickly to help remind us of all the different plants and animals that depend on trees for food and shelter. As we go through the book, we will list the plants and animals on the trunk of the tree. Afterward, I will give each of you a piece of construction paper to draw and color one of the plants or animals we have listed. Then we will display them on and around our tree chart for everyone to see.”

• ***OUTLINE of key events during the lesson (10-15 minutes)***

-I will begin by emphasizing the importance of choosing a title that is inviting and also informative --

-“For our chart we have to include a title so those who look at it in the hallway know what our chart is about and what type of information they will find when they read it. We also want an interesting title that will grab people’s attention as they walk by. We will write the title up here in the leaves of the tree, nice and big and bold, so it’s the first thing everyone notices on our chart.”

-I will ask the students –

-“Do you have any ideas about what we should title our chart?”

-I will write down the students ideas on the white board for everyone to see. Using a combination of the students answers, we will decide on the best possible title (something along the lines of “Plants and Animals that Depend on Trees for Food and Shelter – By: The Monkey Class”)

-I will then go through the book, Life in a Tree, with the students and ask the students to tell me which plants and animals depend on trees for food and shelter. I will list the plants and animals they give me on the trunk of the tree.

-After we have made the list on our chart (about 24 different plants and animals), I will ask the students for volunteers to draw each of the different plants and animals. Once each student has a plant or animal to draw, I will send them back to their seats to begin drawing and coloring. I will remind the students they can come up and reference the book, if they forget what their plant/animal looks like.

• ***Closing summary for the lesson (5 minutes)***

-Once the students have had enough time to draw and color their plant/animal, I will invite them to come back to the carpet. I will invite the students up one-by-one for them to share their drawing with the class so we can review the different plants and animals that depend on trees for food and shelter. I will then stick a piece of tape on the students’ drawings as they come-up and invite

up-front by me (I usually ask them this quietly and individually before I begin a lesson as to not call them out in-front of the class. I also tell them it’s so they will have a great view of the board and will be able to hear everything I say, clearly.) I will make sure to make eye contact with them throughout the lesson as to try and keep them focused and engaged. Furthermore, I have found it works best, if when they become restless or unable to focus, if I lay a gentle hand on their shoulder as a subtle reminder and to bring them back in to the lesson.

I have found that my ELL students still raise their hands frequently, even if they have no idea what’s going on. I will be sure to call on them and give them proper wait time and try to carefully listen to their answers (sometimes they try to speak in English, usually mimicking another student or something I have just said, and most times they speak back to be in their native language). I try to nod my head when they are speaking and keep eye contact with them so they know I think what they are saying is valuable and important. Even if I cannot necessarily understand them or answer them back I still smile and give them a thumbs-up (or say “gracias” to my Spanish speakers) to let them know I appreciate their input. This way I am not necessarily telling them they were right or wrong, but that I appreciate their effort.

When we are going back through the book to discuss the different animals and plants and how the different ways they are dependent on trees for food and shelter, I will be sure to point to the particular plants and animals for my ELL (and all) students before writing the names down on the chart. We will try to sound the names of the plants and animals out as a class as I write it down on the chart and we will go over the different letter sounds as we write down the names.

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