Grade: 2nd	Subject: Reading

Materials: - spider web graphic organizer - Circle maps - Glue - Pencil	Technology Needed:for Big screen to project a project

Instructional Strategies:

Direct instruction	Peer teaching/collaboration/
Guided practice	cooperative learning
Socratic Seminar	Visuals/Graphic organizers
Learning Centers	PBL
Lecture	Discussion/Debate
Other (list)	Modeling

Guided Practices and Concrete Application:

Large group activity	Hands-on
Independent activity	Technology integration
Pairing/collaboration	Imitation/Repeat/Mimic
Simulations/Scenarios	
Other (list)	
Explain:	

Standard Ask and answer who, what, why, where, and when questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.	Universal Design for Learning **Below Proficiency:** For my below proficiency I will work at the back table with my friends. They will also if need be will only need to do 3 circle character traits. Above **Proficiency:** My above students will be challenged to do more than 4 character traits. I will ask them to take a deeper look into our character Anasi the spider to help them understand him as a character
Objective Students will demonstrate knowledge of key supporting details by asking important questions to further understand the text, by the end of the lesson they will create a graphic organizer to apply their knowledge character traits. **Bloom's Taxonomy Cognitive Level:** Understanding, applying creating	**Modalities/Learning Preferences:** • **Visual:** Student will be able to see what I am writing up on the big screen. The graphic organizer will also support the students to visual see character traits • **Auditory:** The class will discuss the different traits we see with in our main character • **Kinesthetic:** • **Tactile:** student will be using interactive materials to create a graphic organizer if character traits

Classroom Management- (grouping(s), movement/transitions, etc.) - Class will start as whole group on carpet - We will later move to their desk one by one . At this time I will be giving student s their web to but their name on and give me a thumbs up - I will call on students who are being respectful and doing their job	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) - If you can heat me put your hands on your - Stop, take a moment and think about your choices. Are we making good choice. If we are not how can you fix and please do better. - Student will be expected to keep their voice off when others are talking - They are expected to raise their hand if they have a question

Minutes	Procedures
	Set-up/Prep before lesson: - Big book will be set up - Graphic spider web organizer will be printed - Circle for characters traits will be printed and cut
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) We will the story, why do spiders have small waist "Boys and girls think in your brain how would you describe yourself? Now from what we know about Anasi the spider how would you describe hIm?
	Explain: (teacher-led) "Boys and girls we need to use the book to help use better understanding our friend the spider. What can the book tell us about the spider and who he is? What thinks happened in the book that can help us understand who the spider is?" - Friend will turn and talk, discussing these question - Once they have a chance to talk I will have three shares to help answer some of the questions

	- We will want to focus on how the spider was greedy, fat , tricky, hungry and other character traits student discover while they are listening to the story "Boys and girls what are some different ways you would describe our friend the spider, what are some of his character traits" - I will call on friends who have their voices off - As friends are give me character traits will be writing them up on the bog screen for everyone to see - So later for out activity friends can reference the ideas they already had
	Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences) **I** will model to my students how we are going to do or active graphic organizer - Friends can we please have eyes up here - If we look I have created a graphic organizer - I will have it pulled up on the big screen so all student can see - We are going to be organizing our though and what we have learned about our friend the spider on this organizer - Lets start with the middle, who are talking about? So I will write it in the middle - Now my friends we have come up with different character traits up on the board - I am going to chose 4, if you have a different character trait that you have thought of you may use it - Once I right all of my traits down I am going to glue it to my web so it all can connect - My friends give me a thumbs up if you understand - I you may begin When class is finish - They may put work in turn in try - They will than go work on word work or they will go read to self
	Closure (wrap up and transition to next activity): My friends turn and talk to your table what was one of the detail character traits you used to describe our friend the spider When you all shared give me a thumbs up

Formative Assessment: (linked to objective, during learning)	**Summative Assessment (linked back to standard, END of learning)**
• **Progress monitoring throughout lesson (document of student learning, data collection)** I will observe my students as they are creating their graphic organizer I will also be listening for the character traits they give me to write on the board	I will use the final graphic organizer as a summative assessment

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I really enjoyed this lesson. I took the graphic organizer the teacher gave me and made it more interactive. This added a great tactile element for the students and gave them something different than just another worksheet. They were able to draw on their learning from character traits and from the previous lesson with the teacher. We combined these skills to connect our character traits to our character. What I would change in this lesson would be the structure of it. When I gave it, I was very structure and I had to many instructions and the kids were not able to do it themselves.