Teacher: Jenna Warden

Grade: 2nd

Content Area: Literacy

**Oregon Literacy State Standards:**

* Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4).
* By the end of year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10).

**Lesson Objective:**

* After a guided reading lesson, students will be able to independently draw and/or write the meaning of 2 new vocabulary words that they learned in the article.

**Materials:**

* Copy of the article, “Triceratops” for each student and teacher
* Copy of “After Reading Vocabulary” page for each student
* Marker for teacher
* Pencils
* Tape
* Smartboard or projector
* Model Triceratops
* Visual of Triceratops
* Visuals of vocabulary words to teach and display

**Procedure:**

\*ELD strategies are included throughout the lesson. Strategies include: visuals, building schema, turn-and-talk, TPR, choral reading, recording and drawing new vocabulary, providing one on one feedback.

**Anticipatory Set (Discussion, Sharing) (5 mins)**

1. Gather the class on the carpet.
2. Begin by introducing myself and thank them for letting me come teach this exciting dinosaur lesson to their class today.
3. Go over rules for what they should do if they have a question or want to share something. Also share with them the signal you will use to get their attention.
4. Tell them today they are going to read a very interesting article all about the dinosaur called a Triceratops.
5. Ask them if any of them have ever heard of a Triceratops or read about one before. Get responses.
6. Show them the model of the triceratops and the visuals. Tell them they are going to turn and talk to a partner about what they notice about the dinosaur. Have a student model what turn and talk looks like with you in front of the whole class. Ask them to turn and talk with a partner features that they notice about the dinosaur.
7. Call on a few students to share what they noticed.

**Guided Reading Whole Group (15 mins)**

1. Have the students go to their seats. Before starting the article, tell the students that today we are going to focus on listening for new and interesting words. Tell them good readers are always listening for new words and trying to figure out what they mean. This helps them to understand new information better.
2. Have a helper pass out the packets with the Triceratops article and after reading vocabulary worksheet. Display own copy using a projector for students to follow along.
3. Remind students to be listening for new and interesting words. Read the article out loud to the class. As you read, follow along with your finger under the words. After you read it, ask the students if they heard any new words. Get a show of hands.
4. Before reading it a second time, ask the students to grab their pencils. Tell them that this time as I read it, we are going to underline those vocabulary words that we hear. Stop at the words, “frills, charge, herbivore.” As you stop at each word, have the students share if they have ever heard that word before? Have them turn to a partner and share what they think the word means. Have a two kids share their responses. Show them the picture of the word and explain the definition. Also show them the TPR motion to help them remember what it means. Do that for each of the 3 words.
5. Third time reading, ask the students to quietly read it out loud with you.

**Independent Work (8 mins)**

1. Display the pictures with the 3 new words up where all the kids can see them in the class. Show the kids the “After Reading Vocabulary” page. Explain how they need to pick two new words that they learned today from the article. They need to record the word, what the word means and use it in their own sentence. Depending on their language level, kids can just draw, write the word and draw, or draw and write their own sentence. Ask them to only work with a pencil, no crayons.
2. Circulate as the kids work independently at their seats. Answer any questions and give feedback on their work.

**Sharing (2 mins)**

1. Have the kids turn to a person sitting next to them and share the two new words that they learned today and the work that they did on their worksheet.
2. If time, have a few volunteers read their sentences out loud to the class.
3. Thank the class and say good bye. Listen for directions from classroom teacher about what they should do next.

**Assessment:**

 My assessment will occur through my observation of student responses on their independent worksheet. I will be checking to see if they understood the meaning of the new words I introduced and that they could correctly use it in a sentence. I will also be doing informal observation as I listen to kids share, read out loud and discuss the new vocabulary words.