

Soil-Day 3

Student Teacher Aimee Snyder

Date 2/28/12

Grade Level 2nd Subject Reading

Supervisor Dr. Shugar

PRELIMINARY PLANNING

PA Standards:

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings

1.6.2.A: Listen actively and respond to others in small and large group situations.

1.6.2.B:

- Respond with grade level appropriate questions, ideas, information, or opinions

Pre-assessment: I will ask the students to recall any information about changes that occur under the ground.

Objectives: The students will be able to distinguish between fact and opinion. They will read a story and ask questions before, during, and after. They will be able to create words by changing the beginning and ending letters.

Individual Modifications: The students will have chances to turn and talk with their groups. This will allow for student participation at all levels. I will read the story to the class so everyone has an equal opportunity to hear it.

- Antonio, Lioneld, and Jose will need to follow along closely with their highlighter or finger so they can hear the words being read. I will stand over one of them and use their book to read from.

Materials:

- Promethean Board
- PowerPoint
- Reading book

LEARNING SEQUENCE

Description _____ Time 5 minutes _____

INTO

Introduction/Motivation/Focus Attention

- We will begin by opening our books to page 92 and 93.
- I will ask the students to look at the picture of the soil that they see on this page.
- I will ask them for things that may change this soil.
 - Plants may take nutrients out of it.
 - Animals and people may dig in it.
 - Wind and water might carry it away.

- We will recall our preview from yesterday and remember that we set a purpose for reading the story.
 - We want to learn about soil and how it forms.
- I will explain that I will read the story, but I want the students to follow along with their highlighters or their fingers.

Description

Time 30 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- We will read the story, making sure to stop and ask questions and find facts about soil.
 - Page 93&94:
 - What does soil contain?
 - Which of the following things are natural resources?
 - Pages 96&97
 - What three things are strong enough to break rocks into tiny pieces?
 - Is this a fact or opinion?
 - Pages 98&99
 - How can winds be both helpful and hurtful to soil?
 - What facts can you find on these pages?
 - Pages 100&101
 - What four materials are found in soil?
 - Which of these four materials is made from bacteria?
 - The author says it takes hundreds of year for soil to be made. Looking at the picture, how long would you say it took to make this soil?
 - Page 105
 - Locate a fact that explains why different soils have different textures.
 - Why does water flow so easily through sand?
- After we have finished reading the story, I will explain that it was an informational text.
- I will explain that these texts have graphic sources that help readers understand the information in the story.
- Graphic sources can include:
 - Maps
 - Diagrams
 - Charts
 - **Did our story have any of these?** (yes)
- I will tell the students that we will learn some new vocabulary words from our story. These were the words highlighted in yellow.

Description

Time 5 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

- I will tell the students that we will be learning three new vocabulary words today:
 - Grains
 - Materials
 - Texture
- I will show the definition of each word and give an example to help the children understand these new words.

- We will then build some words at the end of our lesson. These words will have the ou/ow sound that is found in the spelling words for this week.
 - Sound
 - Pound
 - Hound
 - Hour
 - How
- I will tell the students that I have a surprise for them because they did such a great job while reading their story.
- I will give each student a taste of “dirt”. It is a pudding and oreo mixture that resembles dirt. Gummy worms are added to make it more realistic.
- As the students eat their “dirt” I will tell those students who leave for acceleration that they need to give me one thing they learned about dirt for their “ticket to leave”. This will allow the students to recall new information.