**Lesson Plan Template - Classroom Discussions**

***Brigham Young University-Hawaii School of Education***

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| **Teacher:**  Grace Mataitusi EDU 312 Section 1 | **Grade Level & Content Area:**  Second Grade English Language Arts |
| **Lesson Title:**   * We Can Be the Giving Tree | |
| **Materials:**   * **PowerPoint** * **Graphic organizers** * **Index cards** * **Pencils** * **Beach ball** | |
| **Common Core State Standards and/or Content Standards:**  **[CCSS.ELA-LITERACY.RL.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**  **[CCSS.ELA-LITERACY.RL.2.3](http://www.corestandards.org/ELA-Literacy/RL/2/3/) Describe how characters in a story respond to major events and challenges.** | |
| **Lesson Outcomes[[1]](#footnote-1): (1-2 outcomes. NOT more than 3 outcomes)**   1. Students will be able to illustrate the 4 things the tree gave to the boy and explain briefly the reason why given a graphic organizer with 100% accuracy. 2. Students will be able to write one sentence about what the story teaches based on our discussion with 100% accuracy. | |
| **Background**:   * Learners:   My classroom is comprised of seven and eight-year-old second graders with mixed cultural backgrounds. There are four students in particular that are English language learners and seem to lack some of the foundational language and grammar knowledge that the other students have. Prior to this lesson, we have read the book *The Giving Tree* by Shel Silverstein. While reading the book, I posed some questions about what was happening in the book and the feelings about the boy and the tree. Because of these activities, I anticipate that the students have a basic understanding of what occurred in the book. Students are familiar with the rules of discussions but will need reminders and continual practice in following them. There are two students that seem to dominate conversations while four other students are often reluctant to share unless prompted to.   * Lesson Justification:   *The Giving Tree* is an appropriate book to study and discuss because it contains several points of interest. This content is important for students to learn because it challenges the students to be able to analyze this text on a basic level. This lesson will help build a foundation of literary analysis and application that will be built upon as they progress through school. In addition to this academic aspect, the message of the book is one that can improve overall classroom unity as well as personal growth. In the classroom, this book can help to encourage giving kindness and help liberally among classmates. I want my students to advance in these two aspects because it will help in their academic progression as well as contribute to the classroom dynamic and relationships.   * Methods Justification:   The Classroom Discussion Model allows for students to express what they are thinking or share questions that may have. I have decided to use a Classroom Discussion Model because it can help in improving student thinking skills, it promotes student involvement, and because it will help me to see how much the students understand. Using this Discussion Model will prove beneficial because it requires guided thinking about themes and characters within the book. Additionally, students will be interacting with one another while also practicing basic discussion rules and courtesies. This Model allows for me to see what level of understanding students are at as well as correct anyone thought processes that are too far from the objective of the lesson immediately. Other models would not fit as well because this takes a step away from acquiring information and a foundational level of knowledge, such as used in the Presentation Model. | |
| **Instructional Sequence:**   1. **Anticipatory Set: (Less than 5 minutes, creative, engaging, participative, access prior knowledge. How will you get learners interested and engaged with the lesson? How will you activate and/or assess learners’ prior knowledge?).**   Say: Okay Class! Now that we have read *The Giving Tree* by Shel Silverstein, I want you to take one minute and think about the answer to this question.  Do: Show slide with the question.  Say: What is one special gift you have been given? How did it make you feel to receive that gift? I am going to give you one minute to think about this question, then, when I say GO, you will share your answer with your partner.  Do: give students one minute to think  Say: Okay, go ahead and turn to your partner and the oldest one will share first. Ready, set, GO.  Do: walk around classroom and listen to answers for 30 seconds  Say: Ready and switch speakers.  Do: continue to walk around and listen.  Say: I heard some really cool gifts and really sweet gifts. Let’s hear from just a couple of students about their gifts.  Do: Call on 2 or 3 students to share.  Differentiation: (Explain WHAT, HOW, and WHY you are using differentiation. Explain the differentiation in terms of the three key UDL principles, and the Content, Process, Product, Environment information we have studied).   1. Differentiation is present because I am not simply transmitting information. Multiple Means of Representation are present because I display the question alongside a related visual on the PowerPoint, highlighting a part of a big idea that we will soon build upon. I have chosen to include this because visuals that are relevant attract the attention of the students while also beginning to focus their thoughts on our topic. Additionally, Multiple Means of Action and Expression are present because students are able to reflect and then communicate their thoughts with their partners verbally. They are also able to express their answers to the whole class. I have included this to accommodate for those who are not comfortable speaking regularly in front of the whole class as well as giving the opportunity for every single student to share while also maintaining their focus. Multiple Means of Engagement are present because the discussion questions allow for students to make a personal application of the topic. This minimizes the chance of distraction because the question and answer are personalized.   Assessment: (Explain WHAT, HOW, and WHY you are using Formative Assessment)   1. While students were discussing, I walked around to listen to responses. This allows for me to gage what students are thinking about at the beginning of this lesson as well as their understanding of gifts. This will allow for me to have a foundation of understanding where they are coming from and their ideas. If students are having trouble understanding or focusing, I can easily guide their discussion back to the topic of gifts by asking clarifying question, such as “What was your favorite birthday gift this year?” 2. **State the Outcomes (Posted and Discussed with students)**   Say: Today we are going to talk about the book that we read, *The Giving Tree*.  Do: Change slide to outcomes  Say: We have two objectives for today’s discussion:   1. Students will be able to identify the 4 gifts of the giving tree and why and 2. Students will be able to identify one lesson we learn from the book. 3. **Focus the Discussion** (**Teacher provides a focus for discussion by describing ground rules, asking an initial question, presenting a puzzling situation, or describing a discussion issue).**   Say: Now that we have read *The Giving Tree*, we are going to talk about a few things. Today, we want to figure out what we can learn from the story and how the story shows that.  Do: Hold up beach ball  Say: Remember the rules that we have for our discussions. The person holding the beach ball is the only one that gets to talk. When we move on to the next speaker, whoever is holding the ball will gently toss the ball to that person. We will all have the chance to share, but we will share one at a time. When someone is speaking, we look with our eyes, we listen with our ears, and we think about what they are saying. As we discuss today, I want you to think about this:  How do you show people you love them?  Do: change slide to sentence starters   1. **Hold the Discussion (Teacher monitors students’ interactions, asks questions, listens to ideas, responds to ideas, ensures connections are made and ideas woven together, enforces the ground rules, keeps records of the discussion and expresses own ideas).**   Say: When I say go, I want you to turn to your neighbor and tell them if you would rather be the tree or the boy in this story and why. Ready, set, GO.  Do: Walk around room while students are discussing, listen to answers and make sure student responses are related to the question.  Say: Let’s hear some responses. Remember, if we agree or disagree with someone, we raise our hand and wait to be called on. If you get stuck, take a look at some of our sentence starters on the board to help you out. \_\_\_\_, how about you start us off. Would you rather be the boy or the tree? And why?    Do: switch slide to sentence starters:   * I agree with \_\_\_\_ because… * I disagree with \_\_\_\_ because… * I was thinking the same thing because… * That makes sense because… * I want to build on what \_\_\_\_ said… * In addition to what \_\_\_\_ said, I think that…   Do: call on a student to answer the question and toss them the beach ball.   1. Possible answers for the boy    1. The boy receives gifts from the tree.    2. He gets to build a house/boat.    3. He gets to climb up the tree, play in her branches, eat all the apples.    4. He has the tree as a friend. 2. Possible answers for the tree    1. The tree gives lots of things.    2. She has the boy as a friend.    3. She is helpful and kind.    4. She lives a long time, even just as a stump.   Say: \_\_\_\_, you make an interesting point about the gifts from the tree to the boy. What are the first 3 gifts given?  Do: toss the beach ball to one student, instruct student to toss ball to the next person etc. until all 3 gifts are identified. Take note of who has spoken so far.  Possible answers: apples to sell, branches to build a house, trunk to build a boat  Write gifts on the board.  Say: Now that we have identified the gifts, how do you think the boy felt about receiving the gifts? Go ahead and talk to your partner to share your ideas.  Do: Walk around the classroom and listen to discussion points. After a minute or two say  Say: Freeze! Now I want you to switch and talk about how the tree felt giving the gifts. Ready, GO.  Do: Walk around the classroom still listening to discussion points. Take note of any interesting or relevant comments that would be beneficial to the discussion, such as if someone mentions that the boy was not always happy, even after receiving gifts.  Say: Okay, let’s hear some ideas from the class. How do you think the boy felt to receive these gifts? Let’s look at the pictures one more time to see what we can find.  Do: Hold up book showing the pages of the boy as he gets older, looking not very happy. Toss the beach ball to a student who has not shared.  Possible answer: The boy is happy for a little bit, but then he gets less happy. The tree helps him, but he still looks sad in the pictures.  Record answer(s) on board in brevity  Say: And what about the tree? How does the tree feel about giving these gifts?  Do: Ask student holding the ball to toss it to someone who has not spoken yet.  Possible answer: The tree is happy because she gives away her gifts to make the boy happy, which makes her happy. She is sad when he leaves but happy to help him.  Record answer(s) on board in brevity  Say: Let’s think about this for a minute. The boy had some problems, but the tree gave him her apples and her branches and even her trunk. However, he still got sad. When things didn’t work out the way he wanted or expected, he would ask his friend, the tree for help.  When the boy came to her with his problems, she gave him help in any way she could. She gave him gifts to make him happy, which made her happy.  I want you to think for a minute about a time that you gave someone something that made you happy or a time where you helped someone and it made you happy.  Do: wait for 30 seconds to a minute  Say: Now go ahead and share with your partner.  Do: Walk around classroom and listen to discussions.  Say: Let’s hear from some more of our friends.  Do: Toss the ball to someone who has not shared yet.  Say: Tell us about what you shared with your partner.  Do: Listen to student responses.  Say: That is really great and a kind gift. Why did it make you happy to give your friend that?  Possible answers: It made my friend happy, My friend likes that toy/food/game, My friend wanted one really bad, My friend lost his favorite one but I replaced it and made him happy.  Do: Listen to student response(s) and record on the board.  Say: I think we all been on both sides of that: happy to receive gifts and happy to give gifts. Raise up one hand if you like to receive gifts and raise up both hands if you prefer giving people gifts.  Do: Look around the classroom at what students are showing.  Say: That is awesome! Something that I think is important to remember that both giving gifts AND receiving gifts are important. It is one of the ways that we show our friends and our family that we care about them and we love them. There is a lot of happiness that comes from both. But our friendships are more than just giving people gifts. What is the very last thing the tree “gives” to the boy?  Do: Toss the ball to a student raising his or her hand and listen to their answer.  Possible answer: a place to sit, she is just a stump, the boy sits on the stump as an old man  Say: You are right! The tree didn’t have any more apples or branches or a trunk and the boy had no more energy or strength to play. Even though she had nothing, she still could offer him a place to rest, and they were happy in each other’s company because they loved each other. Sometimes the “gifts” we give are not physical gifts at all? They can be listening to our friends, spending time with our family, or helping someone in need.  Say: I want you to brainstorm with your partner and then we will brainstorm together, What can we learn from *The Giving Tree*?    Do: walk around classroom and listen to ideas. If the discussion is off-topic or students seem confused some clarification questions could be “What does this story teach us to do?” “How can change what we are doing to give more than think about what we want?”  Say: I heard some really great ideas. Let’s hear what you came up with, starting with \_\_\_\_\_\_.  Do: Toss the ball to students and write their ideas on the board. Select the few students who have not answered and some other students who would like to share.   1. **End the Discussion** (**Teacher helps bring the discussion to a close by summarizing or expressing the meaning the discussion has had for him/her).**   Say: As we can see from our list, this book is about a lot of things. From giving gifts to being more polite to thinking of others to more of the ideas that we have listed on the board, there is a lot that we can do to be kinder and better friends, brothers, sisters, classmates, and people. Life is about more than just what you get or what others give to you. It is also about what goodness we can give to others, especially the people we care about.  So, I want you to turn to your partner and discuss this last question: What can you do to be a better and more giving friend/brother/sister/person?  Do: Walk around the classroom and listen to student responses. Contribute remarks or guidance if there is confusion or when I hear a well-considered answer.  Possible answers: Be patient with my siblings, share my toys, play with different people at recess, let my friend/sibling pick a game and play with them, spending time with \_\_\_\_\_, ask someone how they are feeling, help someone even if I feel tired or don’t want to do it, etc.  Say: I heard \_\_\_\_ and \_\_\_ share how they can spend time with their little sibling and help someone even if they are tired or don’t want to. We can do things like this where we give something to those around us without giving something physical. There is so much we can do and give to people, even if we don’t have anymore apples, branches, or trunks. We can give our time, our attention, our care, and our friendship.   1. **Summative Assessment**   On the graphic organizer, students have four spots to draw the 4 gifts and a place for students to formulate a sentence about what one lesson we can learn from the story is.  5-all 5 factors are present and accurate  4-at least 4 factors are present and/or accurate  3-at least 3 factors are present and/or accurate  2-at least 2 factors are present and/or accurate  1-at least 1 factor is present and/or accurate  0-assignment is incomplete  **Instructional Sequence Differentiation / Formative Assessment Explanation)**  Differentiation: (Explain WHAT, HOW, and WHY you are using differentiation)  Multiple Means of Representation are present in the forms of questions, pictures from the book, a PowerPoint, and the comments tracked on the board. While the questions and answers are a majority of the lesson, the pictures from the book help in visualizing the current portions of the discussion. Images attract attention of students. The PowerPoint and writing on the board help to keep students focused. Most places where students look, they will be reminded of what we are discussing in one capacity or another. The content is presented in these few ways to add even a small amount of variety for students to turn to.  Multiple Means of Action and Expression are present as students have opportunities to discuss in partners, to discuss with the whole class, and to mark some things on their graphic organizer. I have chosen these means to best address the variety of levels of the class. Partner discussions enable shyer students or students with a lower understanding to have a more comfortable space to express their ideas, opinions, or even confusions. Discussing with the whole class allows for students to think about the reasoning of other students and decide if they accept or reject it. It causes evaluation or reevaluation. The process is varied to engage the differing students’ needs. Additionally, these methods of discussion allow for two levels of safe environments: partnerships and whole class. The intention of my remarks, validations, and extensions are to maintain that safe environment, even if a student responds with something that is not quite on track.  Multiple Means of Engagement are present as questions offered are on a variety of scales. Some questions require students to reflect on our previous reading of the novel to identify relevant factors. Other questions are opinion-based, which allow students to personalize the discussion and find their own interest and opinions. Other questions require students to analyze, on an introductory level, reasoning, logic, and morals. This variety help to deepen understanding while also making the material and information personally relevant. Additionally, the beach ball is a small tool that catches the attention of students, encouraging them to look at and listen to the speaker.  Assessment: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  I use formative assessment by walking around during partner discussions and listening to responses. This allows me to quickly and accurately gage how strong student understanding is. I can easily add clarification, praise, or guidance in partner discussions to encourage or maintain focus on the right track. Additionally, the graphic organizer is a simple way to monitor progression and accuracy by looking at the papers on the students’ desks. In the group discussion, I can hear student answers and instantly see where they are at. My remarks can then be used to validate or redirect toward our focus.   1. **Debrief the Discussion (Talk about how the discussion went, the process, the learning, what students liked, or didn’t like about the discussion, how it could have been better, etc.).**   Say: Thank you for being active participators and helpful partners in our discussion today. Now, let’s reflect on how it went. What do you think we did well today? Remember, we are not talking about what we thought was interesting. We want to think about if we were good listeners, if everyone got to participate, or if we stayed focused.  Do: select students to share  Possible answers: Everyone got to share, staying on track, thinking about the questions, using sentence starters when sharing a thought or idea, etc.  Say: I think you made some great points. We did do well at listening when someone was speaking, but what do you think distracted us during the discussion?  Do: Select students with hands raised and acknowledge examples of their answers.  Possible Answers: Someone talking when it was not their turn, someone saying something unrelated, throwing the beach ball, etc.  Say: On your graphic organizer, there are two questions for you to answer under the title “Debrief.” What did you like about the discussion today and what do you think we can do better? Once you answer these two questions, I want you to put both of your hands on your head.  Do: Wait until students have their hands on their heads, walk around class looking at answers.  **NOTE: If you are using the DEBRIEF THE DISCUSSION as your CLOSURE, you must clearly explain how you are doing this.**   1. **Closure: (Your closure can also Extend Student thinking. Wrap up the lesson by deepening, extending, or clarifying the focus of the lesson. This is short (less than 5 minutes), participative, and powerful. Students do the intellectual work. Creative and engaging).**   Say: Thank you everyone for sharing great insights and listening to each other!  Do: Pass out index cards  Say: When I say go, I want you to write down one thing you thought was interesting that someone shared in our discussion today. Maybe it was about what you learned, what you liked, or why you felt the way you did about the book. Be as detailed as you can in this short time. Ready, set, GO.  Do: walk around class looking at students’ answers, giving them about 1 to 2 minutes.  Say: Now, I want you to share what you wrote with your discussion partner. Go.  Do: continue to walk around class, listening to responses or refocusing until most have shared  Say: Go ahead and share what you wrote with the person across from you too.  Do: continue to walk around class, listening to responses or refocusing until most have shared  Say: Now, let’s hear from one or two students what someone shared with them.  Do: Call on one or two students to share what someone shared with them.  Say: For the last 10-15 minutes of class, I want you to complete the last section of your graphic organizer.  Do: Hold up copy and point to the boxes.  Say: I want you to draw each of the four gifts that the tree gave to the boy and what the gifts were used for. Think back to what we talked about in our discussion. You can look to the board for help.  Underneath that section are a few lines. On these lines, you will write the main idea, or lesson, you learned from the book. This is what we talked about and listed in part of our discussion. Ready, go.  Do: Walk around looking at student work. Give guidance or praise as needed.  Differentiation: (Explain WHAT, HOW, and WHY you are using differentiation)  I use multiple means of representation by providing questions for sharing and writing based on reflection.  I use multiple means of action and expression by having students write what they learned on a notecard while also sharing with a neighbor or two. Having students write on their card ensures that every student is thinking and processing. Sharing with their neighbor serves as a way for students to hear a final thought or two that may be new or simply connect their understanding to the understanding of others.  I use multiple means of engagement by allowing students to share what interested them personally. This allows for students to find something that is relevant to their mindset. When they have that autonomy and opinion-opportunity, they are more likely to engage and really apply what they learn.  A good environment is present again because there is a chance for small group discussion, which is less intimidating, as well as whole class sharing. Students can engage because they may hear someone share what they said, which is validating and encouraging to many.  Assessment: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  I use formative assessment by being able to listen to discussion. It is easy to interject and redirect students in their groups or add additional feedback, Additionally, the notecards allow for me to gage what many students focused on and assess if I was able to adequately guide the discussion to allow for purpose and direction along with some freedom for student remarks. I chose these forms of formative assessment because I can almost immediately gage understanding of the class while also being able to clarify and readjust to keep us moving and moving in the right direction. | |
| **Learning Adaptations:**   * Based on learners’ IEPs, identify specifically what you will do to accommodate their special needs. It should look like this: * Students’ Initials: Accommodation that you will make.   English Language Learners: Being able to discuss in small groups should be helpful for these students. This way, they can receive clarification or guidance that may be needed instead of getting lost in a completely large-group discussion. Additionally, they will be given multiple opportunities to speak to their partner, which often is a less intimidating setting to speak in.  Attention problems: Going between group discussion and partner discussion can help in maintaining engagement. This way, students who may struggle with focusing have frequent opportunities to share their thoughts without necessarily taking the whole class off-track. Additionally, although a small part of the discussion, having the beach ball to hold to speak and toss to move on can be something to look forward to or be engaged with. However, this is a brief part of the lesson. | |
| **Questions: (Think of questions relevant to Direct Instruction Model)**   * What questions will you ask yourself before, during, and after instruction to reflect on your teaching practice in general and this lesson in particular? Use *Before, During,* and *After* as subheadings for this section.   Before   1. How can I keep the discussion focused? 2. How can I ensure that the questions are relevant but still personally applicable?   During   1. How can I bring tangents back to focus? 2. How can I allow for students to express their thoughts while still respecting others?   After   1. What went well? 2. What can be improved upon? Was I demonstrating engagement and thoughtful listening? 3. Where there any questions particularly difficult or simple? | |

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