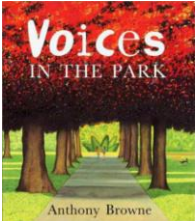


Lesson Plan 5513

Your Name: Cindy Hammons Student Name: **Reese**
 Student Grade: Entering 7th Lesson Plan # **3**
 Date 07/20/2013

Activity	Procedure: What will you do? Include steps.	Rationale: Why are you teaching this? How are you addressing the child's needs? What text reading backs this up?	Objectives/ TEKS Connection	Materials
<i>Introductory Activity:</i>	We will start the lesson by looking up some words. We will use an electronic dictionary to find the meanings of consensus and perspective. Then we will discuss the words to ensure understanding.	This will provide Reese with the vocabulary he needs to communicate in the language of power “which is recognized by the larger society” (Au, 2011, p. 72).	<i>7.2E Use a dictionary to determine the meaning of words</i>	Electronic dictionary (app on phone or iPad)
<i>Interactive/Shared Reading and Think Aloud Activities</i>	We will read the story <i>Voices in the Park</i> by Anthony Browne. I will specifically ask Reese to pay attention to the four separate voices we will hear in the story, because he will have to write or draw something about each voice.	According to WOWlit.org, this activity pushes students “to become critical thinkers” and “consider alternative perspectives”. This will also allow Reese to practice listening to others and combining different thoughts to create a combined reasoning.	<i>7.3A describe multiple themes in a work of fiction</i>	 <p><i>Voices in the Park</i> by Anthony Browne</p>
<i>Enrichment: Consensus Board</i>	We will brainstorm words that can describe each character from the story. Then on our consensus board, both Reese and I will write or draw personal connections for each of the four voices heard in the story. We will leave the center blank to fill in our consensus at the end.	Considering the 4 different perspectives within the story will provide insight into different perspectives. This activity will allow Reese to be “engaged in critical discourse of ideology.” (Yoon, Anderson, Haag).	<i>7.10D synthesize and make logical connections between ideas within a text and support those findings using textual evidence</i>	<ul style="list-style-type: none"> • Large paper divided into 4 sections. • Markers or crayons

<p><i>Closure Activity:</i></p>	<p>After we have finished making our connections on the consensus board, we will discuss what we have written or drawn. We will then try to come to a consensus about the theme or message of the book and write it in the middle of our board.</p>	<p>Freire states that, “Authentic reflection considers people in their relation with the world” (2012, p. 81). This will allow Reese to not only understand his own thoughts, but how his thoughts fit in relation to others.</p>	<p>7.28A <i>participate productively in discussions</i></p>	<ul style="list-style-type: none"> • Consensus board • Markers or crayons
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Your Name: Cindy Hammons

Student Name: Reese

Lesson and Personal Reflection for Lesson Plan # 3

Lesson Reflection: CHILD NOTES---Focus is on the child. How did my student respond to the opportunities to learn that I provided?	Personal Reflection: Focus on YOU! As a result of teaching these activities, what did I learn about teaching in general and about myself as a teacher? How did your plan address your student's individual diverse needs?
<p><i>Introductory Activity:</i> Reese did really well using the electronic dictionary. He even noticed there was a button that allowed him to say the word instead of having to type it in the search box. This was a great discovery since he is dyslexic and spelling is always a challenge for him. He didn't know the meaning of consensus but was able to select the appropriate definition. He already knew the definition for perspective, but chose to check his definition with the electronic dictionary. It was a little more difficult for him to match his definition to the electronic dictionary.</p>	<p>I was very impressed at how comfortable Reese was with the online dictionary. I assumed I would have to give him some assistance, but he didn't need any. I think limiting the search to two words was a good idea to prevent him from being overwhelmed by words. I haven't given him a lot of writing tasks as I know this tends to frustrate him, but I'm thinking I should have let him write the definitions on sticky notes. My lesson from this section is that even simple uses of technology can help draw students in to the lesson. Plus, they might teach me something I didn't know!</p>
<p><i>Interactive/Shared Reading and Think Aloud Activities</i> Reese REALLY enjoyed this book! While I was reading he often had me turn back into the book to check something as he was making connections. He also retrieved a pad of sticky notes so he could jot down information about the characters. He said he needed to do this because he had a terrible memory. However, after the second character he was so into the book that he forgot to jot down anymore notes.</p>	<p>I love this book! As soon as I read it I knew I wanted to incorporate it into the lesson. However, I wasn't expecting to find so many "new" things as I read it with Reese. This was truly a shared experience and the lesson was secondary to us sharing the book. I'm not sure if that is the correct thing to say, but it definitely felt right as we shared the book. I also believe the sharing went way deeper than just sharing a story. It was sharing ideas and observations just as much as a story.</p>
<p><i>Enrichment: Consensus Board</i> Reese seemed to enjoy this activity. Reese immediately went to work drawing pictures on the consensus board. He took his time and was able to explain the meaning of each picture to me. He noticed that I was using words and stopped drawing for a minute, so I had to assure him that either method would work.</p>	<p>This is a spectacular activity. I cannot wait to use it with a classroom. Although it worked alright with 2 people I can only imagine what a group can produce using a consensus board. I probably should have set a time since he just kept working. Even though I had planned to focus on the conversation as a closing activity, we discussed the book during the shared reading, the activity, and the closure activity. Great conversation!</p>
<p><i>Closure Activity:</i> When I asked Reese what he thought the theme of the story was, he asked what theme was. He was quick to give some ideas. However, I kept giving him more so we could come to a consensus. Reese was quick to use my idea and I had to remind him that that wouldn't be a consensus. Eventually we came up with combining two of our ideas together to make the consensus.</p>	<p>I realized I had failed to share what theme meant before beginning the lesson. I had assumed he would know theme by 7th grade. Just another example of assuming what a student should already know. I also see how a discussion like this can lead to a deeper understanding. I think allowing him time to explore the book helped him with the activity. For me this means that finding engaging material is about 90% of the battle.</p>

