**UNION UNIVERSITY’S LESSON PLAN FORMAT**

**(Template available at** [**http://www.uu.edu/programs/tep**](http://www.uu.edu/programs/tep)**)**

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Date December 1, 2011 Grade/Subject 2nd Grade/Language Arts

If this lesson is part of a unit, what is its number?

**TN CURRICULUM STANDARDS ADDRESSED BY GOALS AND OBJECTIVES:**

**GLE 0201.8.1** Explore and experience various literary genres.

**GLE 0201.8.2** Employ a variety of basic reading comprehension strategies.

**GLE 0201.8.4** Identify basic literary elements.

**GOAL(S):** TLW appreciate various literary genres

**OBJECTIVES AND ASSESSMENT:**

|  |  |  |
| --- | --- | --- |
| **Learning Objectives**  **(stated behaviorally)** | **Assessment (formative/summative)** | **Level of Thinking (Bloom’s Taxonomy OR Webb’s Depth of Knowledge)** |
| *TLW recall literary elements and genres* | Individual participating in group discussions about literary  genres | Knowledge |
| *TLW evaluate a familiar story, using literary elements as a guide* | Individual creating a Voki  that serves as a way to relate  the book to others | Evaluation |

**INSTRUCTION:**

* **Lesson Opener**
  + **Hook:** “What do you think of when I say the words ‘chapter book’? Have you ever read a chapter book before?”
  + **Bridge:** “Today we’re going to finish our unit on literary genres. We are going to begin reading a book that is a favorite of mine called Frog and Toad are Friends.”
* **Development of concepts and/or skills (include monitoring and assessments of student learning integrated throughout instruction related directly to objectives, description of classroom structure [groups, centers, etc.], and strategies for pre-comprehension, comprehension, and post-comprehension)**

**Part 1:** “Let’s briefly review what we’ve learned about up to this point. So far, we’ve learned about folk tales, fairy tales, poetry, and nonfiction. Who can raise his or her hand to remind us what we mean when we say ‘folk tale’? Who can give us an example of a folk tale? What about fairy tales? Are fairy tales always books, or are they commonly movies as well? Does anyone remember a type of poetry that we’ve discussed? What about an example of an author who writes poetry? What do I mean when I say that a particular book is ‘nonfiction’? Can anyone remember the title of a nonfiction book that we read last week? Great job on our review! I can tell that you all have been studying hard and learning a lot about different literary genres. Now that we’ve reviewed the literary genres that we’ve learned, we’re going to talk about a new one: chapter books. Who knows what a chapter book looks like? Why might it be helpful to divide books into chapters? We are going to read one of my favorite chapter books over the next two or three weeks. I know that this is a new experience for you, but don’t worry because we’ll get through together! The book we will be reading is called Frog and Toad are Friends. This book was written and illustrated by Arnold Lobel. There will be some days when I will read parts of the book aloud to you as you listen quietly and follow along in your book. There will be other days when you will work on different activities with your reading groups. As we read through the book together, we will be discussing different literary elements in the story.” At this point, show the Power Point that has already been created about chapter books. The Power Point walks through different literary elements and explains them. It also connects with the book Frog and Toad are Friends. “As I read the first chapter of the book aloud today, begin thinking about the different elements in the story. For example, who are the characters of the story? What is the setting?” Read chapter one aloud to the children.

**Part 2:** “Now I’m going to show you how to use a very neat tool that is online. The tool is called Voki. Voki is used to create a talking avatar. You each will be choosing a literary genre that you enjoyed. Then, you will choose a book that falls in that genre. After that, you will consider the book based on its literary elements. For example, take note of the author, illustrator, plot, and setting. After you have chosen your book and studied it, you will log on to our class Voki account and make your own avatar to relate your information to the class. Please look up here at the board as I demonstrate how to use this tool. The first step is to go to Voki.com and click on this tab on the top right that says “Voki Classroom.” (Tell children the class login information and encourage them to write it down for future reference). Then, after logging into the site, you will click on this tab that says “Create.” You are now ready to make your own avatar! When you click on a picture right here under “Customize Your Character.” Watch as I show you some of the different kinds of characters there is to choose from. You can create a human or an animal. When you click on the character you want to create, the character will be seen in this box here on the left. You then have the option of changing the character’s clothing, hair, face features, and more. Clicking on these icons right here can do this. If you want to change the color of the clothing or hair, all you have to do is click right here under the avatar. You can change the colors with just a click of the mouse, and there are so many color choices to choose from! Once you have your character looking just the way you want it to look, it is time to add the voice to the character. This is what makes the character an avatar. There are four different ways that you can add voice to your character. If you’ll look to the right of the avatar, you’ll see this voice bubble that says “Give It A Voice.” If you click on the first icon, which shows a picture of a phone, a phone number and code will pop up on the screen. You can call this phone number and record the message that you want your avatar to say. After the recording, you can listen to the message and decide to keep it or record another message to replace the first. This is a very quick and easy way to add your own voice to your avatar. The next icon shows a picture of a keyboard key. When you click on this icon, this little text box pops up on the screen. In this box, you can type the message that you want your avatar to say. You can also choose the accent and language, as well as character voice, of how you want the message to sound. If you click right here, the accent/language can be changed. Clicking on one of these names right underneath the accent/language can change the voice. You can always test out the various accents to see which one you want to use. One of the great things about Voki is that changes can always be made. The third way to add voice to your avatar is by clicking on this little icon to the right of the keyboard key. This icon shows a picture of a microphone. When you click on the microphone, you can talk into the microphone plugged up to the computer and your voice will record on the avatar. Just like with the phone recording, you can listen to the recording and decide to keep it or record another message to replace the first message. The last way that voice can be added to your avatar is by clicking on the last icon right here. This icon shows a picture of a file folder. When you click on it, you can upload an audio file from your computer. This voice will then be applied to the avatar. Those are the four different ways that voices can be added to avatars in Voki. When you are adding a voice to your avatar, you will see that the message can only be sixty seconds long. For this particular project, you should be able to record all that you need to say in sixty seconds. However, I do not want you to rush through this part of the project and talk too quickly. I want to be able to understand what you are saying! Because of that, if you do need to speak longer than sixty seconds, just record a second message picking up where you left off. Once the voice is added, you have the option of changing the background of the avatar. If you click on this icon right here that says “Backgrounds”, you will see all of the many background choices. Keep in mind that there are multiple pages of backgrounds to choose from! The next step is an optional step. You can change the colors of the frame in your avatar. Clicking on this icon that says “Players” can do this. Once again, there are many options to choose from. Just click on the one that you want, and it’ll pop into your avatar. The final step is the most important. This is when you save your avatar! If you do not save it the correct way, all of your work will disappear and you will have to start again. When you are pleased with your avatar, click on this icon on the bottom right that says “Publish.” You will then be asked to name your avatar. Choose a name and type it in this little box that pops up on the screen. Then, click this button that says “Save.” The avatar will be saved under your account on Voki, and you will be able to access it at a later date. Now that you’ve seen how to create a Voki, I’m going to tell you how we will be using Voki for this particular assignment. What you are going to do with your avatar is share with your classmates about the book that you chose to study. You will need to mention the author and illustrator, as well as the setting and plot of the book. Also include your personal thoughts about the book. Would you recommend this book to your friends? Why or why not?”

* **Lesson Closure**

“What is the setting in the story Frog and Toad are Friends? Who is the author of this story? What is the main plot in the story? Are there stories within the story in this book?”

**MATERIALS AND TECHNOLOGY NEEDED FOR THE LESSON:**

* Frog and Toad are Friends by Arnold Lobel
* Smart Board to show Power Point
* Computers for children to create their avatars on Voki

**EMERGING TECHNOLOGIES THAT WOULD BE USED WERE THEY AVAILABLE AND A DESCRIPTION OF USE:**

**REFLECTIONS ON TEACHING AND LEARNING:**

1. As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning? **IIIC**
2. Provide the data/information that you have used to determine your students’ progress toward this lesson’s goals. Include individual and group information. **IIIA and IIIC**
3. How will you use your students’ performance today as you envision the next step for these students in learning? IIIC and Planning Domain
4. If you were to teach this lesson again to these students, what changes would you make? IIIC
5. As you reflect over this lesson, what ideas or insights are you discovering about your teaching? **IIIC**
6. How did your choices and actions of classroom management support student learning?