LESSON PLAN TEMPLATE

Your name: Alicia Wright
Cooperating teacher/librarian: Tracy Corrao
Date of lesson(s): November 27, 2007 and December 4, 2007
School & City: Fulton Elementary School, Tinley Park
Lesson Title: Non-Fiction Neighborhood
Grade level: 2nd grade
Length of lesson: Two twenty minute sessions

Purpose: ("why" of the lesson; where and how does it fit in the curriculum?)

Second graders were introduced to the non-fiction section of the library in first grade; however, it was just a very short introduction. In second grade they need to understand how the non-fiction section of the library is organized and how the books are arranged on the shelf. This lesson provides a review of their previous knowledge and also builds to more of the details surrounding the non-fiction section of the library. This lesson also helps reinforce mathematic concepts of comparing whole numbers and arranging them in order. It shows a practical application of math.

Learning Outcome(s): (what will students be able to do/know by the end of the lesson?)

Students will be able to identify the three sections of the library and what is contained in each: Easy Fiction (E) - Picture Books, Fiction (FIC) - Chapter Books, and Non-Fiction (Numbers) - true fact books. Students will be able rearrange non-fiction call numbers (whole) in the correct order. The students will also be able to explain why a book is placed in each section of the library and why it is in the order that it is.

Illinois Learning Standard(s) Addressed:

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
   5.A.1b Locate information using a variety of resources.
STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.
   6.A.1a Identify whole numbers and compare them using the symbols <, >, or = and the words "less than", "greater than", or "equal to", applying counting, grouping and place value concepts.
Materials Needed

By you:
1. Pre-test/post-test book call number cards
2. Class list for recording pre-test/post-test
3. SMART Board
4. Laptop
5. Library books with spine labels for examples

By students:
1. The children will not need anything just a willingness to participate

Instructional procedures

Focusing event: (how will you get the students’ attention?)

For the first lesson I will have the children sit down at the tables. Each seat will have 5 cards on the table. I will instruct the kids not to touch on the cards (they will face down). Once all of the kids are seated I will instruct them to turn over the cards and put them in order however they think they go in order. I will then go around and record how each of the students do. I will then dismiss them to the rug.

For the second lesson I will have the children sit at the rug and review what we did last week by asking questions.

Input from you: (what are you teaching & how are you delivering the content?)

For the first lesson I will be talking about what they did the last time in the library - asking questions about the three different neighborhoods in the library. Once we do a review I will then share my SMART Board lesson with them. I will explain exactly what they need to do - putting the books on the right shelf.

For the second lesson I will ask questions for a review of last week. I will then show my real book examples of non-fiction bar codes. I will explain how the books are arranged and how the numbers are put in numerical order. I will then introduce the SMART Board lesson and explain that they need to order all of the non-fiction books into correct numerical order. Once we are done with the SMART Board lesson I will dismiss them to the tables and they will do the card activity again. They will arrange five cards into the correct shelf order and I will record how each individual student does.
Guided practice: (application of knowledge by students)

The application of the knowledge by the students will come in the SMART Board activities and also in the closing activities (post-test). Since I will do the pre-test and the post-test I will be able to measure exactly how well the students understood and retained the information.

Closure (how will you end the lesson?)

After the first lesson, once they are done with the activity and choose a book for the week, I will dismiss them by asking who checked out a non-fiction book and who checked out a fiction book. I will also ask them why they think it is a fiction book and why they think it is a non-fiction book (by looking at the spine labels).

After the second lesson, I will be giving the post-test which will be my closing activity. It will be a great way to just to gage how well the children understood the lesson by each individual student.

Check for understanding (what questions will you ask and when to determine students' understanding?)

Who remembers what we did last time in library?
What are the three neighborhoods in the library?
What do non-fiction call numbers look like?
What do fiction call numbers look like?
How are non-fiction call numbers arranged?

What’s next? (another related lesson, review, end of unit?)

I think that this lesson can actually be made more complicated in years to come with these same children by introducing the decimal numbers into the mix. For this year, however, I believe all of the knowledge that they need for the year about non-fiction is set after this lesson. However, more detailed lesson about bibliographies and fairytales and folktales can be done to get more in depth about the different books in the non-fiction section.