



# BETHANY

## LUTHERAN COLLEGE

**Instructor's Name:** Rachael Heidorn

**Subject :** Literacy

**Grade:** 2

**Title of Lesson:** Days 1-3 *The Signmaker's Assistant* Anthology Reading

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**Standard(s) the Lesson will Address:** Type out the source, number, and the text of the [standard \(s\)](#) addressed in this lesson

RI 2.1 ask and answer questions to demonstrate understanding of key ideas

RI 2.10 read and comprehend literature

### **Objective:**

Students will recall information about *The Signmaker's Assistant* and answer questions to guide comprehension.

**Learning Target:** Text and Graphic Features & Point of View

### **DIFFERENTIATION (if applicable) and ACCOMMODATIONS:**

Differentiating **FOR:** readiness

Differentiating **IN:** process

### **Materials Needed:**

- Student anthology book
- Student Reader's Notebook
- Ipads
- Text and Graphic Features Worksheet

### **Vocabulary:**

#### **Content:**

- Assistant

- Agreed
- Polite
- Failed
- Tearing
- Wisdom
- Cleared
- Trouble

**Anticipatory Set:** How will you get the students ready and/or excited to accept instruction?

Day 1: “What are three fast ways to share information?”  
 “Telephone, television, and tell-a-friend!”

**Input: (SCRIPTED)**

Day one:

- 15 minutes
- Go through Reader’s Notebook pages 46-52 on the SMARTboard.
- Emphasize that we are focusing on at ‘ar’ sound in words. Say the word artist.
  - Skip sentence section on page 46
  - Page 47 talk about when they see the date on the morning meeting board
  - Skip sentence section on page 48
  - Page 50: ask how you would write St. Peter, Minnesota
  
- 15 minutes
- Play story on SMARTboard
- Go over vocab words as you come to them.
- You will have to hit the button for every paragraph or page.

Day 2: 30 minutes

- Gather the students at the carpet. Instruct them to bring their anthology books with them. They can lay down or sit up.
- Students raise their hand to read. The last person to read chooses someone with their hand up to read next.
- Go through the vocabulary words on page 122-123
- Ask what the genre is and what humorous fiction will mean.
- Ask the following questions as the students read.
  - Emphasize ...
    - who the author is
    -
  - Page 129: Why did the townspeople follow the signmaker’s signs so carefully? (they looked so well done)

- Page 129: What does he say when people thank him? What does that say about his character?
- Page 131: “What do you think Norman is going to do? What kind of sign is he going to make?”
- Page 132: Why does everyone believe the ‘No School Today’ sign?
- Page 133: How does the principle feel about no school? How do the students feel? Talk about point of view.
- Page 133: What sign will Norman make next?
- Page 135: What word describes how Norman’s role at the store when the signmaker leaves?”
- Page 136: What makes the signs so funny?
- What sign are the people listening to on page 137?
- Page 138: What is the world is happening? Would people in real life follow these signs?
- Page 140: I noticed a word that is spelt the same but seems to men two different things and even sounds different. What would would that be? Tears, tearing. This is a Homonym
- Page 141: What problem arises after the people started taking the signs down?
  - What from the pictures helped us figure out that some of the signs taken down were not signs that should have been taken down?
- Page 142: Why did the people chase the signmaker and not Norman into the woods?
- Page 145: Based on Norman’s actions of making new signs and returning the presents, how do you think he feels?
- Page 146: Do you think Norman is leaving for the day or forever? Why?
- Page 147: What did the townspeople learn themselves?
- Page 149: What does this story tell us about making mistakes?
  - Go into when the students personally make mistakes.
  - Carry discussion out.
- If you finish early, instruct the students to get out their workbooks and go through as many pages as you can.

## **Guided Practice (Formative Assessment):**

Day 3: Rotations

45 minutes

1. Miss Heidorn: Text and Graphic Features worksheet
2. Mrs. Nelson: Read “Trouble With Signs” pg 154
  - Assign Two readers. Maybe read it twice.
  - Ask the students what is similar between The Signmaker's Assistant and Trouble with signs.
  - Ask what both Anna and Norman do throughout both stories.
3. Independent: Lexia (Ipads)

**Closure: (SCRIPTED)**

## **Independent Practice/Summative Assessment:**

A 10 point test will be given on the fourth day.

## **Reflection**

### **1. As I reflect on the lesson, to what extent were students productively engaged?**

Day 1: The students were engaged but a few complain when I make them write any more than they have to. We got through a lot of workbook pages and as I was walking around, a few students did not have slots filled in. After I got on them to shape up, they paid more attention.

Day 2: All the students but one was engaged. We have a new student and we are pretty sure he should be in first grade. He was only engaged for about 10 of the 45 minute lesson. This shows a lot about how developed he is.

Day 3:

### **2. To what extent did the students learn what I intended? Were instructional objectives met?**

Day 1: My objectives were not quite met right away because I forgot to play the anthology story. I ended up having to do it during our math time which cut questioning short.

Day 2: The objectives were met. I hit all the questions I was hoping to cover.

Day 3:

### **3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?**

Day 1: I did more workbook pages than planned because we were on a roll and I simply forgot what we were supposed to do.

Day 2: I did not alter my lesson.

Day 3:

### **4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?**

Day 1: I only had to redirect a student once or twice throughout the lesson. There was one who I had to get after a few times but that was within the first 5 minutes.

Day 2: There were a few times I had to get students on the right page but other than that, they were great this morning.

Day 3:

**5. To what extent did I provide closure to the lesson?**

Day 1: I did not provide very good closure. I had went over my time and and rushed at the end to finish.

Day 2: I ended the lesson talking about making mistakes. I could have spent a few more minutes talking about our target skills to really wrap it up.

Day 3:

**6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?**

Day 1: I would slow down on the workbook pages and make sure I get to my whole planned lesson!

Day 2: I would spend less time on certain questions so I can spend more time on the bigger picture questions and discussions.

Day 3: