



BETHANY

LUTHERAN COLLEGE

Instructor's Name: Rachael Heidorn

Subject : Literacy

Grade: 2

Title of Lesson: *Dex: The Heart of a Hero* Anthology

Standard(s) the Lesson will Address:

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

RI 2.10 read and comprehend literature

RI. 2.9 compare and contrast points presented by two texts on same topic

Objective:

Students will compare and contrast two different characters and analyze text for a deeper understanding.

Learning Target: Today we will compare and contrast characters in our story *Dex: The Heart of a Hero*

DIFFERENTIATION (if applicable) and ACCOMMODATIONS:

Differentiating **FOR:** __x__ readiness ___interest ___learning style

Differentiating **IN:** ___content __x__process ___product ___environment

Materials Needed:

- Student anthology book
- Student Reader's Notebook
- Ipads
- Compare and contrast worksheet

Vocabulary:

Academic:

- Depended
- Sore
- Sprang
- Gazing
- Exercise
- Studied
- Hero
- overlooked

Content:

- Fantasy
- Compare
- contrast

Input:

Day one:

15 minutes

- Go through Reader's Notebook pages 61-65 on the SMARTboard.

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.
 - Introduce compare and contrast
 - Talk about the vocabulary words as you go through the pages

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.
 - Page: 168: "How do you think Dex feels about being overlooked?"
 - Page 168: "How does his size cause him problems?"
 - Page 170: "How is the way Dex sees himself in his dreams different than how he actually is?"
 - This is an example of contrasting.
 - Page 171: Point to the caption, ask what it is.
 - Page 173: "Why do heroes need to be strong?"
 - Page 173: "How has Dex's attitude changed towards Clevis?"
 - Page 174: "How has Dex changed from the beginning of the story to now?"
 - Page 175 "What does the author mean 'It fit like a glove?'"

- Figurative language
- Page 177: “What is Clevis’ attitude towards Dex?”
- Page 180: “What words let you know how the animals feel at Dex’s door?”
- Page 181: “What does Ready In a Flash mean?”
- Page 182: “Why is Dex having everyone stand on the other side?”
 - “Was this a good plan?”
- Page 187: “How does Clevis feel towards Dex now?”
- Page 187: “Is Dex a hero?”
- Page 188: “Let’s compare and contrast how Clevis has changed by the end of the story.”

Guided Practice (Formative Assessment):

Day 3: Rotations

45 minutes

1. Mrs. Nelson: Compare and Contrast worksheet
2. Miss Heidorn: Reread story
 - Page 168: What is different about Dex compared to the other dogs?
 - Page 172: How would you describe Dex at the beginning of the story?
 - Page 173: What is Dex’s main problem?
 - 174: What is the author trying to say with, “He runs like the wind!”
 - 175: What does the author mean, “It fit like a glove.”?
 - 176: What happens after Dex gets his suit?
 - 177: What did Clevis mean what he asked Dex where the party was?
 - 181: What is different between Clevis and the other dogs?
 - 184: Dex and Clevis have many differences, but what is one thing they have in common at the end of the book?
 - 189: How did Dex’s feelings change at the end of the story?
- 3: Lexia (ipads)

Reflection

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

Day 1: This was a pretty funny story so I expected the students to be very engaged. They did not seem as engaged as I had assumed they would be. The students seemed very tired and uninterested.

Day 2: Today felt more relaxed which made the students seem to become more engaged.

Day 3: By day three, the students are sick of hearing the story. I decided in order to make them engaged, I would read the story in the most dramatic voice I could and it worked. This was a funny story and they giggled more today than in the first two days combined.

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

Day 1: The objectives were met.

Day 2: The objectives were met. I even extended the amount we talked about compare and contrast.

Day 3: I did not get to all the questions I had wanted to in the first group. I shouldn't have let the conversations go as long as they did.

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

Day 1: I gave more examples on page 62 than I had planned to. I also did not talk about the vocabulary as we listened to the story. I forgot to do that.

Day 2: I asked all the questions I had prepared and then some.

Day 3: I did not change anything other than I missed a few questions with that first group.

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

Day 1: They were tired like I said before so I had to refocus some of the students but overall. They were very good.

Day 2: I sometimes let the conversations drag out too long where they start talking about other things. I need to make it clear that what they are talking about has to be solely on the anthology story.

Day 3: When I ask questions, they sometimes give me answers that have nothing to do with what we are talking about. I do not let that fly in hopes that next time they know what I expect.

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

Day 1: We finished the story and that accounted for the closure.

Day 2: We ended the lesson talking about Clevis. We compared him to how he was in the beginning and how he is now.

Day 3: They go to their next station and that's where I left it.

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 ask more questions throughout the story and go over the vocabulary.

Day 2: I would tie more of a life lesson into the conversation. We could talk more about how they can be heroes everyday.

Day 3: I would have the students read the captions to the photos. This would make them more accountable for following along.