

# LESSON PLAN TEMPLATE

Your name: Georgeann Burch  
Date: 3/8/10  
Lesson Title: Hooray for D Day!  
Grade level: gr. 2-3

Cooperating teacher-librarian:  
School & City: LIS 590SM  
Length of lesson: 20 min.

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

The school is celebrating "Read Across America" in remembrance of Dr. Seuss' birthday. Classroom teachers are reading and planning activities related to various Dr. Seuss books. This is the first of two lessons that will support the school-wide theme by using Dr. Seuss' style as the content for incorporating reading comprehension strategies (Goal 1 on our School Improvement Plan) into a read aloud lesson.

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

Students will...

- Listen attentively in order to make connections between text and illustrations.
- Verbalize previous knowledge about the author and his style.
- Predict word meaning and confirm their prediction with evidence from the text.

**Illinois Learning Standard(s) Addressed:**

1.A.2b Clarify word meaning using context clues

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts

4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages ...

4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

**Standards for 21<sup>st</sup> Century Learner Addressed:**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience

**Common Core Standards Addressed:**

R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Materials:

Needed by you:

Dr. Seuss Hooray for Diffendoofer Day!

Computer/projector

<http://www.seussville.com/titles/diffendoofer/singalong.html>

Needed by students:

Diffendoofer School song sheet

### Instructional procedures:

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

- "Welcome back to library!" Show book cover. Raise your hand if you would like to read aloud the largest letters on the cover. Let's read it together. That's right...Dr. Seuss. Who is Dr. Seuss? What do you know about his books? Do you have a favorite Dr. Seuss book? (background knowledge, connection between text-text, text-self)
- If you wanted to check out a Dr. Seuss book, where would you find them on our shelves? Let's all point to the Dr. Seuss section.
- Is Dr. Seuss the author of this book? I wonder why not... Let's see if we can answer our question by the end of the lesson. So be wondering... (questioning, inferring)
- Before we start reading, let's look at the cover again. The title is (read it with me) "Hooray for Diffendoofer Day!" Good for you if you were able to read Diffendoofer the first time! Let's try it together again. Break it into small parts...Diff,en,doof,er (monitoring comprehension). What a funny word. What do you think a Diffendoofer is? (predicting) Just from looking at the cover, do you think this is going to be a sad book? (inferring) Why not? What clues are you using to decide? Word - Hooray, type style, exclamation point

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

- Read first page. Well, now we know what Diffendoofer is...the name of a school! What have we just learned about Diff School? What clues did you use? (inferring) happy students, learning things not taught at other schools, remarkable, make up rules
- Read page 2-3. Which of these teachers is Miss Bobble? How do you know? Repeat for each teacher. (visualization)
- Read through p. 18 (Miss Loon). Have you seen anything the last few pages that remind you of Dr. Seuss? p. 15 green eggs & ham, p. 17 Horton, p. 18 book covers (background knowledge)
- Finish reading book. Handout words to song.

**Guided practice:** *(application of knowledge by students)*

- Read words to Diff School song together. Are there any words you don't understand? How about "unceasingly?"(monitoring comprehension) Can we figure it out?
- Listen to song online & sing along

**Closure** *(how will you end the lesson?)*

- You did a great job listening and thinking today. Please hand me your song sheets as you go out the door so the next class can use them.
- If your grown-up at home asks you "What did you do in the library today?" and you say "Mrs. Burch read Hooray for Diffendoofer Day!" and they ask what was the story about? What would you tell them...if you only had 15 seconds! (summarizing)
- Now let me see you march out of class to the song!

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

To check for listening: What have we just learned about Diff School? What clues did you use?

To check for making connections between text & illustrations: Which of these teachers is Miss Bobble? How do you know?

To check for comprehension: Are there any words you don't understand?

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

Plan Part 2 of lesson next week:

- Remind them we read Hooray for Diffendoofer Day last week. Have 1-2 students give their summary. (summarizing)
- We never answered the question of why isn't Dr. Seuss the author? Why does the title say "Dr. Seuss Hooray for Diffendoofer Day?" Any ideas? (predicting, inferring) Let's look at one more section of the book that we didn't read last week, called "How This Book Came To Be." (determining importance) Can build lesson around how authors get ideas, collaboration between author/illustrator, author's style. Encourage students to keep sketch book of ideas, drawings. Lesson would include time to draw, sketch an imaginary school worker with name & job. (synthesizing, visualizing)