

# Lesson 1 Observation (Supervisor) Wemberly Worried REVISED

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## VITAL INFORMATION

|             |  |
|-------------|--|
| Subject(s)  | Social Studies   |
| Topic       | Emotional Learning   |
| Grade/Level | Grade 2  |
| Resources   | <ul style="list-style-type: none"><li>Materials and resources:<br/>Wemberly Worried book</li></ul> |

## STANDARDS & ASSESSMENT

### NJ- New Jersey Student Learning Standards for Social Studies (2016)

**Standard:** 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### Standards

**Strand:** D. History, Culture, and Perspectives

**Indicator:** 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

### Learning Objective(s) (Learning Target(s))

Students will be able to express their feelings with one another and be able to identify why people worry and what people worry about with 90% accuracy.

There are a handful of students who need help staying on track and focused. Since we will be reading on google meets, it will be important to watch the children and make sure they are following along. It is crucial to make sure they are not falling asleep, eating food, or playing with toys.

### Knowledge of Stdnts/Universal Design for Learning

There are a few students who struggle to comprehend readings based on their running records. For these students, it is crucial to ask questions throughout the story to ensure they are following along.

For the auditory learners in my classroom, I will make sure to repeat my directions throughout this lesson. I will constantly use signals such as "give me a thumbs up if you know what we are doing".

For the visual learners, I will make sure to show the illustrations in the book and ask questions about the pictures so the students can draw text to illustration evidence.

### Assessment Plan

**Pre-Assessment:** The teacher will start the lesson by asking if anyone has read the story Wemberly Worried. The teacher will then ask if any students know what it means to worry.

**Informal Formative:** The teacher will ask questions throughout the story to further students' knowledge and deepen their thinking.

**Formal Assessment:** The students will independently work on their worksheets posted on the google classroom. This worksheet will be turned in and I will grade them for accuracy and understanding of what worrying means.

**Summative Assessment:** Have the students be able to identify social and emotional learning habits through a google form which is a multiple-choice test.

## IMPLEMENTATION

**Lesson Rationale** This lesson is taught utilizing the theory of scaffolding. Scaffolding is when support is withdrawn as it becomes necessary, just as a scaffold is removed from a building during construction (Wood, Bruner, Ross, 1976). This helps the student to then be able to complete the task on their own. Scaffolding is used during the monitoring/guided stage before they head into the independent stage. This way, the teacher can provide as much scaffolding as needed, before students independently work on something very similar.

**Model of Instruction** Direct Instruction

**Subject Specific Language** Language will include:  
Worry, Nervous, Happy, and Feelings

**Instructional Materials (handouts, etc.)** Wemberly Worried Worksheet  
**Attachments:**  
1. Wemberly Worried Worksheet.PNG

### **Anticipatory Set (5 minutes):**

- i. The teacher will begin by asking the class if they have ever read or heard of Wemberly Worried. After students raise their hands and discuss what they know about Wemberly Worried, I will ask the students if they know what it means to worry. The students will get the opportunity to share what they know.
- ii. Beforehand questions will include: *What does it mean to worry about something? We are going to read a story about Wemberly, who worries about a lot of things. What do you notice about her? What might she worry about or be worried about?*

### **Teaching/Instructional Process (15 minutes):**

- I. Once the anticipatory set is concluded, the teacher will begin the lesson by reading Wemberly Worried out loud to the class. While reading the story, the teacher will make sure to show the students the illustrations.
- II. As the story continues, the teacher will make sure to stop and ask questions throughout. Discourse is important for student comprehension. Some of the questions include: *What are some little worries? What are some big things to worry about? Since Wemberly worries a lot, do you think she is happy? Do you think Wemberly will like school? Look at Wemberly's face, how do you think she's feeling?*
- III. After finishing the story, the teacher will have a discussion about the story. Discussion questions will go as follows: *Is it okay to worry? What helped Wemberly worry less? How does having a friend help when you are feeling worried?*

### **Procedure** **Guided Student Practice/Monitoring (5 minutes):**

- I. The teacher will ask the students to take out their communicators and remind the students what side we write on (Red for ready). If the kids don't have a communicator, tell them to use a piece of paper.
- II. Ask students to write down one word to describe how they felt on the first day of school. The teacher will be looking for the students who follow directions. Looking for students with one word on their communicator will be applauded for following directions.
- III. Let a handful of students share and ask the class if anyone had the same word. For example: *What was your word, \_\_\_\_\_? That is a great one! Can we put our finger on our nose if we had the same feeling as \_\_\_\_\_?*

### **Independent Practice (10 minutes):**

- I. The teacher will now instruct the students to navigate google classroom and find the worksheet posted.
- II. The teacher will then explain that they are going to answer the two questions on the worksheet. If they have any questions, they are allowed to unmute and ask questions.

- iii. I will remind the students that they should be writing about something other than worrying about the first day of school. They can worry about things like homework, making new friends..etc.

**Closure (5 minutes):**

- i. Once the students have completed their worksheets, she will draw students back together by reviewing what it means to worry. She will ask the students the question "After completing today's lesson, do you feel like you can relate to Wemberly? Give me a thumbs up or thumbs sideways."

## **COMMENTARY**

**Evidence-Based  
Reflection  
Sample Student  
Products**