

Green Eggs and Ham

Student Teacher: Emma Tutino		Date: 3/1/2012
Grade Level: 2	Subject: Language Arts	Supervisor: Mrs. Miller
Preliminary Planning		
PA Standards: 1.1 Reading Independently: 1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. 1.2 Reading, Analyzing, and Interpreting Text: 1.2.2.E: Read, understand, and respond to essential content of text in all academic areas. 1.4 Types of Writing: 1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions). 1.6 Speaking and Listening: 1.6.2.A: Listen actively and respond to others in small and large group situations.		
Pre-assessment: We will be getting ready for Read Across America and celebrating Dr. Seuss.		
Objectives: Students will create a graph based on poll data. Students will read and discuss Green Eggs and Ham. Students will brainstorm green foods and sort them into two categories.		
Individual Modifications: Mostly, this is a whole group lesson. Students can get help from me or their neighbors. When we read, I will pick parts based on reading level.		
Materials: <ul style="list-style-type: none"> • Green Eggs and Ham Powerpoint • Sorting Paper 		
Learning Sequence		
INTO		Time: 15minutes
1. Take a poll of the students. Ask them: How many of you have every had green eggs? Who would like to try green eggs? Take a count for each question and compare. 2. Take a second poll. Ask them: What is your favorite way to eat eggs? Fried, Scrambled, Over Easy, Sunny Side up, or I don't like eggs. Write their answers on the board (and also on a sheet of paper). 3. Then graph the answers. Have them compare and ask questions about the graph. For instance, How many more children would rather have their eggs (one way) than (another way)? Do more children in our class like or dislike eggs?		
THROUGH		Time: 30minutes
4. Cast roles for the play Green Eggs and Ham. Hand out their parts. Then hand the class their copies. 5. Read the play. Then discuss: What are some words that describe how the character in the tall black hat feels at different parts of the story?		
BEYOND		Time: 15minutes
6. Brainstrom different green foods. 7. Then have them sort the foods into categories. 8. If time share how they categorized the data.		

Post Instructional Planning

1. Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?