

Lesson Plan Template

Date: _____

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| <p>Grade: 4th Grade</p> <p>Materials:</p> <ul style="list-style-type: none"> • Benchmark for Literacy texts: “The Dragon and the Prince,” and “The Raccoon Dog.” • 2 hula hoops • Blue, green, and pink post-it notes (about 40) • Box of small items for using when comparing and contrasting: • Two different wooden birds • Two different kinds of tape • Two different kinds of bells • Two different kinds of soap • Two clothes pins, one miniature, and one medium sized • Two different kinds of glass jars • Two different kinds of markers/highlighters | <p>Subject: Language Arts Reading</p> <p>Technology Needed: Smart Board</p> | | | | |
| <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table> | <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) | <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling | <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> | <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: | <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic |
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| <p>Standard(s)</p> <p>RL.4.1 Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between firsthand third-person narrations</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> | <p>Differentiation</p> <p>Below Proficiency:</p> <p>Above Proficiency:</p> <p>Approaching/Emerging Proficiency:</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile : | | | | |

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| <p>Objective(s)</p> <p>At the end of the lesson, students will demonstrate their understanding of inferences by collecting facts and drawing inferences in the fairy tale: “The Racoon Dog.”</p> <p>At the end of the lesson, students will be able to discover the differences and similarities between two texts by comparing and contrasting two fairy tales: “The Dragon and the Prince” and “The Racoon Dog” in a whole group discussion.</p> <p>Bloom’s Taxonomy Cognitive Level: Knowledge, Analyze, and Apply</p> | |
| <p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Students will hold a voice level 0 while instructions and explanations are being read or discussed by teacher. • Students will transition from whole group instruction to small group work at a voice level 0. • Students will practice using a voice level at 1 or 2 while working in groups. • Students will be respectful and responsible throughout the entire lesson. • Students will raise their hands when they have a question, comment, or concern. • Students will refrain from interrupting one another or giving an answer when it is not their turn to do so. • Students will stay seated at their desks during small group work and during whole group instruction. • Students will be allowed to move in and out of the room during the lesson if they need to use the bathroom, sharpen their pencil, or collect other materials necessary for their learning. | <p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will share and handle all materials respectfully. • Students will collect their materials and find a seat respectfully and quietly when asked to do so. • Students will listen with a voice level 0 while I read “The Dragon and the Prince.” • Students will participate in both small group discussion and whole group discussions using voice level 2. • Students will use their post-it notes to write their answers and will contribute to the Venn Diagram. • Student working with partners will equally share in the discussion and will be respectful of one another’s ideas. • At the end of the lesson, students will return their materials, and make sure their learning space is clean. |
| Minutes | Procedures |
| 2 | <p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Put the fairy tale anchor chart up on the white board. • Have the slide with “The Dragon and the Prince” prepared to display on the white board for read-aloud. • Make sure that the hula hoops and sticky notes are on hand. • Make sure that the box of small items to compare and contrast are available. |
| 5 | <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • At the beginning of the lesson, I will pass around different small items (ex. two different glass jars, two different kinds of bells, two different kinds of tape, etc.) and ask the student to look at the items and discuss with their neighbor how these items are similar, and how they are different. • After students have finished examining all these items (each one will be passed through the whole group) I will walk around the room with a box to collect them again. |
| 8 | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “I need all 4th graders to have your reading text, pencil, and notebook and to be sitting in your seats with your eyes and bodies facing me at the front of the room.” Use positive praise for model students/groups. • Ok 4th graders, can anyone remind me what we learned about yesterday for reading?” • Allow for students to answer. • “That’s right! We learned how to use our inferencing skills to read fairy tales and discover their meaning. • Today, we get to practice this skill that we have on a brand-new fairy tale. We are all going to practice being detectives compare and contrast yesterday’s fairy tale and today’s fairy tale. Now, what do these words mean; <i>compare</i> and <i>contrast</i>, you might be wondering. When we <i>compare</i> something, we are looking at how two or more things are similar. When we <i>contrast</i> two or more things, we are looking at how these things are <i>different</i>.” I use hand gestures to explain these concepts (put hands side-by-side for comparing, and spread hands out for contrasting). I will then write these terms on the white board. • I will ask students to think about the exercise they did at the beginning of class as an example of comparing and contrasting. |

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| | <ul style="list-style-type: none"> • “Before we practice <i>comparing</i> and <i>contrasting</i>, we need to review what we learned yesterday.” • “Who can tell me what our fairy tale was from yesterday?” • Give students few seconds answer. • “Yes, that’s right, we read “The Dragon and the Prince.” Today, we are going to read this story one more time as a class to get our inferencing skills ready to go. Then we will partner up and read our new fairy tale.” • “Alright 4th graders I need you to use your best listening skills as I read our fairy tale.” • I will then read “The Dragon and the Prince.” To model inferencing, I will have the fairytale poster up from the last lesson. When I am done reading the story, I will point out each part of the story that corresponded with the different parts of the fairy tale diagram. | | |
| 8 | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “Now, 4th graders, you are all ready to try this with your partner. Use your inferencing skills to look for clues in today’s fairy tale. First make sure that you are sitting beside someone that you can do you very best learning next to.” • “When you can show me that you are ready to start, I will give you your page number.” • Wait until students are ready and waiting. • “Turn to page 90. If you are working alone, you have a voice level of 0; if you are working with a partner you have a voice level of 2.” Repeat this instruction. • “You are reading the fairy tale and writing down clues that lead you to your inference. Remember to make sure you write down your inference. • Give students 5 minutes to read the text and write down facts, clues, and their inference. • “4th graders, we are coming back together in five, four, three, two, and one. Your bodies are facing me, and your pencils are down. 4th graders, can you tell me what kinds of details and clues you found in this story?” • I will walk around the room to different groups as we engage in whole group discussion. Use positive feedback to all groups that shared. • “We did some really great inferencing, 4th graders. You have collected good details and clues about both fairytales; one from today, and one from yesterday. The last part of our job today is to compare these two fairytales to discover how they are the same, and how they are different. Remember, this means to <i>compare</i> and <i>contrast</i>. How are they similar, and how are they different?” (I will use the same hand gestures when referring to comparing and contrasting the two stories). • “If we want to be good detectives, we need to make sure we look at our evidence, so look at your notes, and talk to your neighbor about what you noticed in these two stories. What is the same? What is different?” • I will be walking around the room, using proximity to monitor student behavior, engagement, and progress. • I will give students 3 minutes to discuss with their neighbor. • “Alright 4th graders we need to come back together in five, four, three, two and one.” Give positive praise to model students/groups. • I will ask each group of students to share. As students share, I will draw a Venn Diagram on the white board with one fairy tale title written above each circle. I will display student answers on the board. • When we have finished filling out the Venn Diagram, we will practice this same process in a hands-on style. • “Now that we have an idea of what it feels like to compare and contrast these two stories, we are going to re-construct our Venn Diagram as a team with our own notes.” • I will pass out post-it notes; green, blue, and pink. • “First, you are going to write your name at the top of this post-it note. Next, if you have a green post-it note, you are going to write something unique about “The Dragon and the Prince” that you did <i>not</i> find in “The Raccoon Dog.” (Repeat). If you have a pink post-it note, you are going to write something unique about “The Raccoon Dog” that you did not find in “The Dragon and the Prince.” (Repeat). And if you have the blue post-it, you are going to write something you found in <i>both</i> “The Dragon and the Prince” <i>and</i> “The Raccoon Dog.” (Repeat). When you are done writing I will give you your next direction/step.” • Give students 2 minuets to look through their notes and write their answer on the post-it. • “Alright students you have 30 second to wrap it up. You are coming back to me in five, four, three, two, and one.” • “Your next step...” I will hold up the two hula hoops... “is to place your post-it note inside the appropriate hoop.” I will place the hula hoops on the floor, one crossing over the other to make a Venn Diagram on the floor. I will place a sticky note above each section to label the stories. • Students will then come up to the front of the room and place their sticky notes inside the hula hoops. | | |
| 6 | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • We Will review the answers as a class. | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document </td> <td style="width: 50%; padding: 5px;"> Summative Assessment (linked back to objectives, END of learning) </td> </tr> </table> | | Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document | Summative Assessment (linked back to objectives, END of learning) |
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your student's learning?)

I will assess student learning by monitoring students' engagement; I need to see that they are using the correct hand gestures for comparing and contrasting. I will also be assessing how well students are understanding the lesson by watching for active notetaking. At the beginning of the lesson, it only matters that they are taking notes. Finally, I will assess my students' learning by collecting their sticky notes from the Venn Diagram. I will be looking for:

- The red notes to have something unique about "The Racoon Dog"
- The green notes to have something unique about the "The Dragon Prince"
- The blue notes to have something found in both fairytales.

I also need to see that each of these sticky notes is in the appropriate portion of the Ven Diagram.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

So far, I think that this lesson was one of my best. I was able to incorporate several different learnings styles and techniques that included hands on learning, kinesthetic, visual, and auditory. My opening activity—handing out small items from a box for students to practice comparing and contrasting—almost immediately caught all my students' attention and successfully engaged them all. I could tell that my students were understanding the activity because they could articulate what the similarities and differences were between two similar objects. All my students were able to touch the objects from the box, turn them around in their hands, feel them, and examine them. This was a great way to engage their senses and make their learning very hands-on. Another important aspect of this lesson that I feel went well was giving students a hand-motion to represent the terms *compare* and *contrast*. If I were to teach this lesson again, I would make sure to use the hand motions as well as the object comparison game to engage my learners and help them to make multiple connections with the terms *compare and contrast*.

During discussion time, I was able to visit all my student tables to monitor progress and answer clarifying questions.

I was also able to engage my visual learners using two color-coded hula hoops for the Venn Diagram. Instead of just drawing a Venn diagram on the board, I placed two hula hoops on the carpet, one to represent "The Racoon Dog" and one to represent "The Dragon and the Prince." Students then had to place the correct sticky note into its corresponding hula hoop. Giving students a color-coded diagram was a great way to support my visual learner and I would use this strategy again. To improve this portion of my lesson, however, I would modify how I would summarize and wrap up the lesson. Instead of reading the notes from the diagram myself, I would call on each of my students to share with the class what they remember writing on their sticky note. I would first have those who wrote something about "The Racoon Dog" share, then those who wrote something about "The Dragon and the Prince," and finally those who wrote something that both stories had in common."

As with my past two lessons, I think that this lesson could have been made stronger by implementing better classroom management strategies. I was not firm enough with my students and needed to have made my instructions clearer and more step-by-step. In addition to this, I did not have a strong assessment, and needed to have found more ways to formatively assess my students. If I were to teach this lesson again, I would like to read an example fairytale at the beginning of the lesson, and model filling out a Venn diagram for the story so that students would clearly understand what is expected of them when it is their turn to practice filling out the hula hoop Venn Diagram.