

Lesson Plan Template

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<p>on information and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1-d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	
<p>Objective(s)</p> <p>By the end of the lesson, students will be able to summarize the four different persuasive letters by completing the textual evidence worksheet/chart.</p> <p>By the end of the lesson, students will be able to articulate the author’s position by collaborating with their peers and participating in a debate.</p> <p>By the end of the lesson, students will be able to identify the pros and cons of the article by reviewing and analyzing the four letters to the editor with their notes from the previous day.</p> <p>By the end of the lesson, students will be able to defend one side by analyzing and summarizing the textual evidence in a debate</p> <p>Bloom’s Taxonomy Cognitive Level: Understand, apply, and evaluate.</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 practice using a voice level at 1 or 2 while working in groups/pairs. • Students will be respectful and responsible throughout the entire lesson. • Students will raise their hands when they have a question, comment, or concern instead of blurting. • 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 walk respectfully to the front of the room when their birth month is called. • Students will link arms with their neighbor in a respectful way. Students will not shove one another or start talking during instruction time. Students will stay at a voice level 0 while I explain the activity. • Students will wait with a voice level 0 until I say ‘go.’ • Students will walk over to their group table and participate in conversation and discussion over the four letters. • Students will only fill out their own worksheet and will not fill out their neighbors work sheet. • Students will hold their hand out with a thumbs up to show me that thy are ready and have completed the worksheet/chart. • Students will listen respectfully to one another during the debate and will not interrupt.
<p>Minutes</p> <p style="text-align: center;">Procedures</p>	
<p>2</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Hand out the four-letter worksheet. Make sure that each student has one sheet. • Display the pictures of a park and a mall on the Smart Board.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “4th graders make sure you have your texts for close reading and pencil beside you. Today I am very excited because we get to be real detectives <i>and</i> debaters! We already practiced doing this when we played our Easter egg hunt, but today

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	<p>we get to do it together in teams!</p> <ul style="list-style-type: none"> • The first thing we are going to do is get into teams. When I call out a month of the year that you were born in, I want you to stand up, and <i>walk</i> to the front of the room and link arms with each other. So, the first person who is called up will not have anyone to link arms with and will have to wait until the next person is called up.” • Start calling out months of the year starting with January. Stop when the front half of the room is about equal to the back. All students at the front of the room should be linking arms. • “Alright we have team number one,” I’ll point to the students at the back of the room, “and team number two,” I will point to the students linking arms beside me at the front of the room.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “When I say go, team number one will go to this table,” (point out a large table) and team number two will go to that table,” (point out another larger table). You will bring your texts for close reading and your pencil with you. When you get to your table, this is what you will do.” I will write the instruction and say them aloud: <ul style="list-style-type: none"> ✓ Pick a name for your group. (Make sure everyone likes it. Must be appropriate.) ✓ Text for close reading (page 120-124). ✓ Work with your group to fill out the detective work sheet using the notes you took on the sticky notes yesterday.” • “You may help one another brainstorm and analyze the text, but you will each have to fill out a separate worksheet. If you would like to, try using this sentence starter to help you find the reason and evidence: _____ <i>wants to build the mall because</i> _____.” Write this on the board. • “After you have collected all the important information from the four letters we read yesterday, we will use this information and the strategies that we saw these writers use to have our very own debate.” • “What questions do you have about this exercise, 4th graders? What questions to you have about your first step?” Wait for students to respond and answer any questions.
	<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"> • Remind students to walk: “Ready, set, go. I will wait until each student has found a spot. I will then visit each of the two groups to make sure they are picking an appropriate name and know what to do for their first task. I will write the names of the two groups on the board. I will give students a few minutes to summarize the four letters using their worksheet chart. • I will monitor each group by walking back and forth and offering them probing questions: “If you were the writer, why would this be important to you? What are the key ideas that the writer wants you to notice? What are some powerful words that the author uses? Is there any evidence to support what the author is saying?” • After about 5 minutes, I will bring everyone back together with a 2-minute warning. Then I will say: “Alright we are coming back together in five, four, three, two, and one.” If students are still distracted, I will say: “one, two, three, eyes on me.” • “alright 4th graders, we are going to use the evidence you found to persuade the other team to be on our side.” I will point to team 1# and say: “Team so-and-so, you will be <i>for</i> building a mall.” I will point to the other team: “Team so-and-so, you will be <i>against</i> building a mall.” I will use the thumbs up and thumbs down visual representation when I say <i>for</i> and <i>against</i>.” Now go back to your <i>reason</i> and <i>evidence</i> and review how you will use this information to <i>persuade</i> the other team.” • “What questions do you have about this next step, 4th graders?” Wait for students to respond and answer any questions. • “When your team is feeling confident and ready to go, <i>everyone</i> in that team needs to give me a thumbs-up. I will give you a couple minutes to review your information.” • “Alright team number one, form a circle around the carpet and face inward.” If the students are cramped, they can spread out around the middle table. • “Team number two, you will form a smaller circle in the inside of that circle and face outward so that you are facing one person.” (there will be one group of three). • When the music is going, I want the outside circle to tell your partner who is facing you why you think a park is better than a mall. When the music stops, I want the inside circle to tell their partner why they think a mall is better than a park. After both people have tried to persuade their partner, the inside circle needs to rotate clockwise. That means you move to you right. You may use your worksheet to help you. “ • I will give students a few minutes to play this game until the group has made a full rotation.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Stop the music. “Alright 4th graders, you did a great job. I heard some really great textual evidence and reasons for your arguments.” • “First, I need all worksheet and sticky notes to be given to me. Put you sticky notes right on your worksheet so they stick

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	<p>together.”</p> <ul style="list-style-type: none">• “Then I need you to put your texts for close reading away, and your area to be cleaned.”• Once all the students have cleaned up their desks, I will ask students to line up at the door to be ready to go to Miss. Latham’s classroom.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?)• I will monitor the progress of my students by walking back and forth between the two groups and listening in on conversations and discussion. I will progress monitor by watching for participation in each team, during worktime and during the debate.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• I will assess my students on their worksheet; what position they determined each author had, and what reason and evidence they used to support their claim.• I will also assess my students by their participation in the debate; did they participate and if so, what kinds of reason, evidence, and facts did they use to persuade the other team.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson turned out well. I had to change a few things in the middle of the lesson, but it worked out alright. First, I had to change how I divided up the teams. I was having a difficult time trying to hold my students’ attention long enough to call out months of the year, so I switched to simply calling students up to the front of the room by name. I first called out those who had birthdays in October, then November, and then December. However, by the time I called out January, I could see that my students were not listening, and I was losing their attention very quickly. I then called up half of my students to the front of room by name and told them that they were team number one. Then the rest of the students I had not called up to the front of the room were team number two.</p> <p>Another part of this lesson I had to modify was where my students made their circles for the debate. At first, I had them make a circle around the center table. However, they were confused as to where they should stand, and we were running out of room for the second circle. My teacher suggested that we move the circle closer to the front of the room over the carpet area. Although this worked better than having them form a circle around the center table, the circles were too tight, and I think that students were struggling to talk above the noise of the music and other conversations.</p> <p>Moving forward, I think that I need to continue working on my classroom management. The activity itself was creative and engaging, but I need to make sure that my students know what my expectations are, and that I enforce them firmly and with consistency. Although I stopped a few times throughout the lesson to clap or use some other attention-getter, I did not do it enough and allowed too much noise and misbehavior throughout the lesson.</p> <p>On the other hand, some things that went well in this lesson was support for multiple learning styles. For instance, I was able to support my visual learners by displaying a picture of a park and a mall on the board to represent each team. However, if I were to teach this lesson again, I would split the teams into three instead of two so that one team could represent a school. I mistakenly thought that the letters were either for building a mall or keeping the park. However, one of the letters was for building a school. I would have had three teams, one for the mall, one for the park, and one for the school. I would have also given my students more time to fill out the chart. One student told me afterwards that she would have liked having the debate more if I would have given them more time to fill out details from the letters.</p>	