

# Lesson Plan Template (Explain)

Date:   3/14/18  

<b>Grade:</b> 4 <sup>th</sup>	<b>Subject:</b> Language Arts
<b>Materials:</b> Benchmark book, Worksheet	<b>Technology Needed:</b> Elmo projector
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> RL.1 Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; <b>summarize the text.</b>	<b>Differentiation</b> <b>Below Proficiency:</b> For below proficiency students all the students to create a list of only 2-3 big ideas and use those to create their summary  <b>Above Proficiency:</b> Student will go above and beyond to list four-five detailed big ideas and incorporate them into their thorough summary.  <b>Approaching/Emerging Proficiency:</b> This tailors to the students who are approaching/emerging proficiency.  <b>Modalities/Learning Preferences:</b> Visual Auditory
<b>Objective(s)</b> By the end of the lesson, students will be able to 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 by reflecting orally on their strategy use and creating a summarize information graphic organizer and writing a paragraph based on it.  <b>Bloom's Taxonomy Cognitive Level:</b> Create	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to respond to questions and follow along with me as I do the guided practice. Students are also expected to keep the noise level below a 2 when they are completing the worksheet on their own.
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students are expected to remain in their seats while we are going over the worksheet together in class and while they complete their worksheet on their own.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to respond to questions and follow along with me as I do the guided practice. Students are also expected to keep the noise level below a 2 when they are completing the worksheet on their own.
<b>Minutes</b>	<b>Procedures</b>
<b>2</b>	<b>Set-up/Prep:</b> Hand out worksheets. Get the Elmo projector ready.
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <b>Access Prior Learning-</b> <ul style="list-style-type: none"> <li>• What do we remember from yesterday?</li> <li>• How do we summarize information?</li> <li>• How do we write a summary?</li> <li>• In our own words?</li> </ul>
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Explain to the students how to complete the worksheet: <ul style="list-style-type: none"> <li>• Then tell them we will complete one in class together first.</li> <li>• I will ask the students if they have every played Mario Bros before.</li> <li>• I will list my big ideas for the game.</li> <li>• I will write a summary using my 4 big ideas.</li> <li>• I will go over the checklist at the bottom to make sure I have done everything correctly.</li> </ul> Tell the class- <ul style="list-style-type: none"> <li>• <b>Now on your own, I want you to think about a game you play often and know pretty well. (It could be a game you play in P.E.)</b></li> <li>• <b>You will write four important points that explain or tell about the game.</b></li> <li>• <b>Then you are going to write a sentence that summarizes what they want others to know</b></li> </ul>

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	<p style="color: red;">about the game. You need to make sure you include your 4 big ideas in your summary.</p> <ul style="list-style-type: none"> <li>• Once you have completed your 4 ideas and wrote your summary go over the “Summarize Information Writing Checklist” at the bottom of the page. Check off all the ones you have completed. If haven’t completed some you need to go back redo your summary.</li> </ul>
<p>10-12</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>          Have the class complete the worksheets individually and sit at their pods.          Go around the room and stop at pods to see if they have any questions or concerns and if they’re completing the worksheet correctly.          Students may talk amongst the members in their pod if they are having trouble with the main idea or summary.</p>
<p>3</p>	<p><b>Review (wrap up and transition to next activity):</b>          Wrap up: I will have some students share the game they chose, what their big ideas were, and how they summarized that information.          Review:          What does a summary need to include?          Why do you think it’s important to know how to write a summary?</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student’s learning?)</li> </ul> <p>For a formative assessment after the lesson I will give the students 4 big ideas of a story, the students will be expected to write a summary written in their own words including the ideas I have given them.</p> <p>Throughout the explain part of the lesson I will go through the worksheet step by step and stop to allow the students to ask questions if they aren’t understanding it. During the explore part of the lesson while they are working on the worksheet individually I will stop in at pods and see how they are doing on it.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b>          I will have all of the students pick an article they found using a school appropriate news site. The students will individually read an article. Once the students have read the article they will be expected to present a summary of their article, indicating they can find the main ideas in a text and summarize the big ideas using their own words.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          This lesson was a success with the students. The kids were super engaged and stayed on task because it was interesting to them. They got to write about a game they knew and enjoyed so it kept them thinking and focused on the assignment. To change for next time, I will provide more feedback to the students when I’m asking questions. I will also go more into depth on why summarization is an important skill.</p>	