

Lesson Plan Template

Date: 3/7/19

Lauren Rotunda

| | | | |
|---|---|---|--|
| Grade: 4th | | Subject: Language Arts | |
| Materials: Main idea/Details Worksheet | | Technology Needed: PowerPoint | |
| Instructional Strategies: <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) | | Guided Practices and Concrete Application: <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: | |
| Standard(s) 4.RL.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. | | Differentiation Below Proficiency: Students below proficiency will receive extra guidance in small groups while filling out their charts and writing their summaries. Above Proficiency: Students above proficiency will be challenged have a strong written summary with clear main ideas and strong details. Approaching/Emerging Proficiency: Students will create a solid summary with noticeable main ideas and supporting details with guided help. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: PowerPoint and Chart provides a visual for students. • Auditory: We will verbally discuss what a summary includes and how it is different from retelling. • Kinesthetic: We will be moving from the front of the room to the different stations. • Tactile: Dots and squeezies can be used if students need a break. | |
| Objective(s) By the end of the lesson, students will be able to write a summary by using the main idea and details from their chosen text. Bloom's Taxonomy Cognitive Level: Remember: define Understand: classify Analyze: organize Create: assemble, develop | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) -I will choose small groups. -Students will be reminded to be silent during stations unless talking to me about their summaries. -To transition between stations, chime will be used. | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will raise their hands before talking. -Students will use Level 1 voices when talking with a neighbor. -Students will be silent during stations. | |
| Minutes | Procedures | | |
| 2 | Set-up/Prep: -Main idea/details worksheet will be printed out. -PowerPoint will be ready to use. | | |
| 5 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Begin with students at the front of the room. Ask them what they know about summarizing. -Explain how a summary should include the main idea(s) and a few key supporting details. It is NOT the same as retelling the story. -Point out how it is different than just retelling the story. | | |
| 10 | Explain: (concepts, procedures, vocabulary, etc.) Day 1: Use the PowerPoint with the examples of summaries to show students how the summary was created by first pinpointing the main idea and three supporting details. -When we reach the slide that has 2 Summary options, have the students read the options and turn and talk to their neighbor to decide which option is the better summary. Have them explain why they think that. -Feeding off of the students' responses, emphasize how the summary is better because of its main idea and supporting details. -Remind them: think of the most important thing(s) the reader should know. Day 2: briefly highlight the important terms discussed from yesterday (main idea and supporting details). -Bring out the graphic organizer, reminding students of what information was chosen and why. Day 3: Briefly go over the graphic organizer, then begin to model how to draft a summary. | | |

Lesson Plan Template

Date: 3/7/19

Lauren Rotunda

| | | |
|--|--|--|
| | <p>-First, create an outline with the order you want the main idea and supporting details to be in. -Then, draft the summary, typing it on the board so the students can see.</p> | |
| <p align="center">60</p> | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Day 1: Together with the students, create a graphic organizer for <i>The Lion, the Witch, and the Wardrobe</i>. -Start with a think-out-loud, modeling to students how to decide on what is most important. -Ask them for their opinions as well, and build off of them. -Fill in the graphic organizer so the students can see it on the board.</p> <p>-Day 2: Have students create their own graphic organizer based on their book they chose earlier. -Walk around and check students' work (ask them to summarize the story to you out loud if needed to get their minds going).</p> <p>-Day 3: Have students create their summaries. -First, have them think about the order they want to write it in, creating a brief outline. -Then, have the students draft their outline on a piece of paper.</p> | |
| <p align="center">2</p> | <p>Review (wrap up and transition to next activity): -After Day 3, have students share their summaries with a partner.</p> | |
| <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?) <p>-The Main Idea/Details Graphic Organizer and that the students filled out will show if they understand what should be included in a summary.</p> | <p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> -The summary that students create after filling out the worksheet. -Did they include everything from their graphic organizer? | |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Originally, I taught this lesson by having the review of the parts of a summary, completing a graphic organizer, and writing the summary all occur in the same day. After, I found that I had a good majority of students who still struggled to understand the components of a summary after the direct instruction. Ultimately, this lesson should have been split into three days. On Day 1, a summary and its components would be introduced with examples and I would model the graphic organizer, day 2 would be the actual creating of the graphic organizer by the students, and day 3 would consist of drafting the actual summary, with me first modeling it based on my graphic organizer.</p> <p>Based on how my cooperating teacher had Language Arts set up, every day consisted of stations, so I had the stations included to keep the consistent structure. Since the students showed they needed more time, I would strongly consider breaking the stations into just two groups so the students had more time to work. In addition, I would split the groups up by pods so I could re-teach the pod as a whole if needed (I split students up by number while teaching, so those working on the summary station were spread out, which cause me to have to constantly repeat myself).</p> | | |