

Lesson Plan 2

Lesson Segment Focus: Checking for understanding and comprehension **Lesson:** 2 of 2

Course & topic addressed: Reading, Comparing and Contrasting Stories **Date:** September 5, 2019 **Grade:** 1st

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to compare and contrast stories in terms of the character’s adventures and experiences.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have prior knowledge of how to compare and contrast, and how to summarize a story. They will know what the major events, characters, and setting is of the story.
Knowledge of students background (personal, cultural, or community assets)	Students come from a wide variety of backgrounds, so answers may vary depending on their personal experiences.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
--	--

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will allow my students with vision problems to sit closer to the projector screen so that they can see better. I will also place my students with hearing disabilities close to the speaker or provide them with one of their own if necessary.
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<u>Compare</u> : the similarities that two or more subjects have in common <u>Contrast</u> : the differences between two or more subjects
---	--

Materials

Materials needed by teacher for this lesson.	The teacher will need a projector with a DVD of Charlotte's Web. They will need good speakers so that students in all areas of the classroom can hear the movie. The teacher needs to provide the students with a compare and contrast web that they will fill out along the way.
Materials needed by students for this lesson.	Students need to bring a copy of the book Charlotte's Web in case they need to reference it while watching the movie. They need their compare and contrast web that they will fill out while watching.

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 minutes	<u>Introduction:</u>	The teacher will explain to the students that they are going to watch the movie Charlotte's Web and construct a compare and contrast web based on what they have previously read. The teacher will take time to review what they have filled out so far on their webs including the main events, characters, and setting. The teacher will explain to the students that they are to pay attention to the movie and fill out their webs, until the movie is over. If students begin to act inappropriately after a few warnings, then the teacher will stop the movie and they will have to do other work. The students will need to use the restroom beforehand to prevent interruptions during the movie.
2 hours	<u>Instruction:</u>	The teacher will play the movie Charlotte's Web for the class. They students will fill in the graphic organizer provided by comparing and contrasting what they read in the first lesson to what they see in the movie. The teacher will pause the movie occasionally to discuss with the class important information and to ensure that they are paying attention. The students will pay close attention to key details of the movie and consistently compare what they see with what they read. The students will make notes throughout the movie of events that stand out to them and what they would like to discuss with the class as a whole.
20 minutes	<u>Closure:</u>	When the movie is over, the teacher will ask the students to finish filling out their compare and contrast webs. Then as a class, the students will share the similarities and differences that they discovered between the book Charlotte's Web and the movie. The students will determine what they think the reason for the similarities and differences are based on their importance in the storyline. There will be a lengthy discussion including open-ended questions so that the teacher can informally assess their students for understanding. Students will be able to draw conclusions regarding why the movie does or does not include certain things that the book did and vice versa.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Remediation: I would re-teach those students how to compare and contrast and place an emphasis on the key concepts of the main events, main characters, and the setting.</p> <p>Intervention: I will allow these children more time to read the book so that they can get a clear understanding of the storyline.</p> <p>IEP: I would modify the book/movie pair to one that appeals to their individual needs and is appropriate with their abilities.</p> <p>ESL: I will provide captions on the screen to go along with the movie so that they can read along.</p>
--	--

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>My instructional methods will include working in small groups and working independently so that each child has an opportunity to excel based on their preferences. The tasks will appeal to all three of the learning styles that include visual, auditory, and kinesthetic learners.</p>
---	--

Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>What happened in the book version of Charlotte's Web</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>What happened in the movie version of the book</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>What to look for when comparing and contrasting two different media</p>

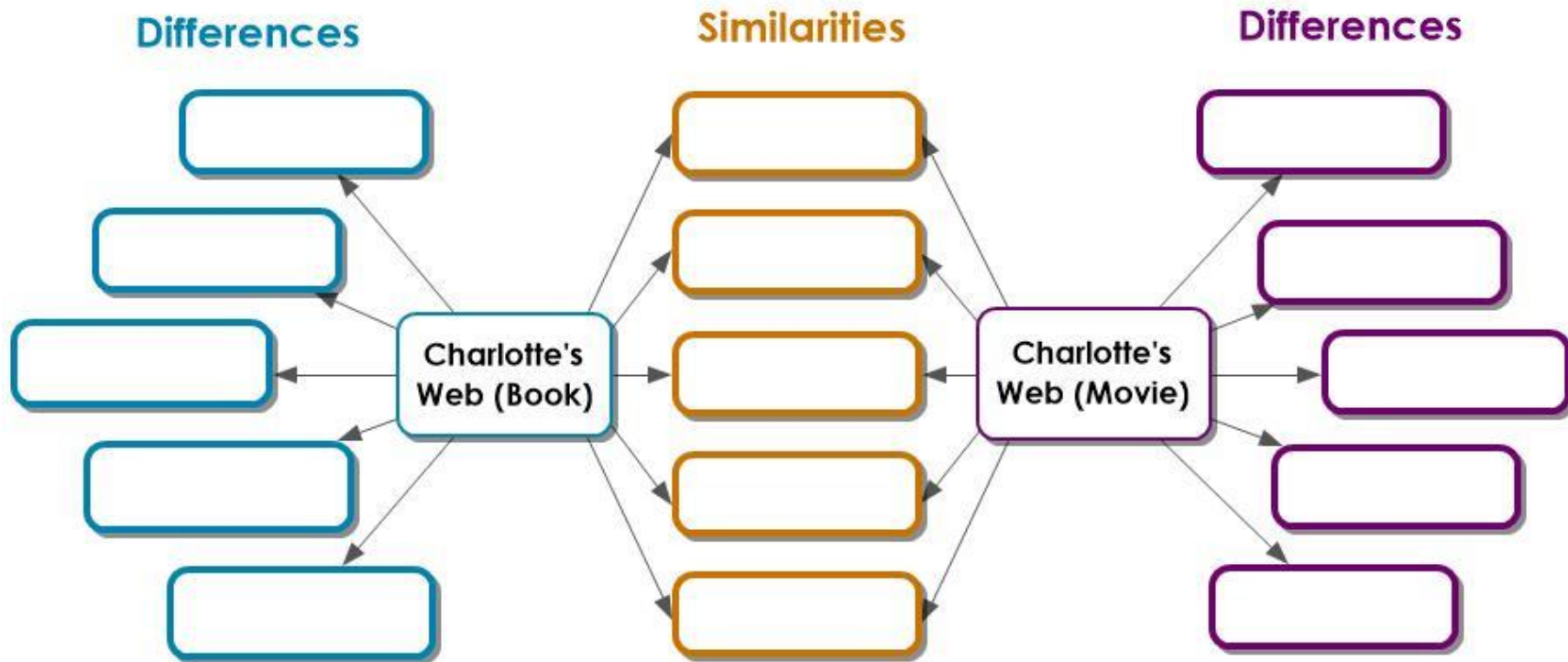
Research/Theory

<p>Identify theories or research that supports the approach you used.</p>	<p>Learning styles theory: Every student learns in a different way, my instruction supports all three of the learning styles in different aspects so that every student has the opportunity to use the style that best represents them.</p>
---	---

Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
--	--

Compare and Contrast



*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>