

Lesson Plan Template

Lesson Segment Focus Charlotte's Web Book and Movie Comparison Lesson 2 of 5

Course & topic addressed Language Arts/Compare and Contrast Date 9/6/19 Grade 4

Student Outcomes

Specific learning objectives for this lesson.	Students should be able to make meaningful connections between the characters, themes, setting, and events of both the novel and movie adaptation and compare/contrast what they have found.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have already completed reading Charlotte's Web by E.B. White together as a class and have been introduced to the idea of comparing and contrasting different things.
Knowledge of students background (personal, cultural, or community assets)	

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.4.7: Analyze the similarities and differences between the text of a story or drama and a visual or oral representation of the same text citing specific detail
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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 have already spent an entire lesson on comparing and contrasting different things like dogs and cats or pizza and spaghetti so that they already have a basic understanding of how to take similarities and differences from two topics. Since we will be reading Charlotte's Web together as a class and analyze the events/themes of each chapter, this will help the students that are struggling or are at a lower reading level because they won't feel overwhelmed by having to read an entire book by themselves. I would use this lesson near the beginning of the year to get an idea of where my students are in terms of academic level/content learning ability.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Compare, Contrast, Similarity, Difference, analyze, evidence, theme, adaptation
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Materials

Materials needed by teacher for this lesson .	Enough copies of Charlotte’s Web by E.B. White for the students to follow along with, the 2006 movie adaptation of Charlotte’s Web, movie projector or tv
Materials needed by students for this lesson .	Paper, pencil, Venn Diagram

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.
20 minutes	<u>Introduction:</u>	I will begin my introduction by asking the students how they felt personally about the book Charlotte’s Web by E.B. White. We will discuss what they liked and what they didn’t like, and what they wished had been different. This will allow me to determine the students’ ability to take information from the setting, events, characters, plot, and themes of the book and analyze them using specific evidence. We will go over the use and purposes of Venn Diagrams one last time.
2 hours	<u>Instruction:</u>	I will instruct the students to have their Venn Diagrams with them as I begin the movie. I will pause the movie when a similarity between the book and movie occurs, and ask the students whether or not it would be a comparison or a contrast. As a class we will determine that it is a comparison, and they will write it down in their Venn Diagram. I will then do the same thing for a difference, where we’ll decide as a class if it is a comparison or contrast. This is to give specific examples of what it is that I want them to be doing. Throughout the movie, I will be walking around the classroom making sure that every student has an understanding of the content and assignment by evaluating their Venn Diagrams, as the Venn Diagrams are simply a way to organize their thoughts before completing the Inspiration Web.
1 hour and 30 min	<u>Closure:</u>	After the movie, the students will get into groups and compare/contrast their Venn Diagrams together, during which I will call students to my desk one at a

		time to discuss their thoughts and discoveries, and make any changes necessary to their Venn Diagrams and clear up any confusion that they may have. Afterwards, students will return to their seats and we will get on Inspiration and they will fill out the web on their own using their Venn Diagrams.
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Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For students who are struggling, I may have to help them a little more with their Venn Diagrams and either pair them up with another student for the Inspiration Web assignment or help them with it myself.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will make sure that I have utilized all forms of instruction to ensure that each learning type (visual, auditory, reading/writing, and kinesthetic) has been used. I will show a visual example of the use of a Venn Diagram, verbally instruct the students on what they're meant to do, provide instructions via a handout, and allow students to come up to the board and complete an example Venn Diagram themselves as well as fill out their Inspiration webs. This will ensure that every student, regardless of learning type, has a full understanding of the lesson and assignment.
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Assessments: Formative and/or Summative

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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	TO BE FILLED IN AFTER TEACHING
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*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>

