

Lesson Plan Model¹

Lesson Title/#: Inspiration Template Lesson: Compare and Contrast 1

Grade Level: 5th Grade**Learning Central Focus**

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The students will compare and contrast two or more settings, characters, events in the current book they are reading. I will explain how to pick two similar features and how to compare and contrast them.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>“RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).” – Arkansas English Language Arts Standards</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will learn how to create an accurate compare and contrast chart. Students will also learn how to read deeper into the text and find similarities and differences that are not stated out-right.</p> <p>The goal of this lesson is to show students that two things that appear different might be similar or that two things that appear similar might be different. This will help their critical thinking skills when they complete this chart or a similar chart in the future.</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary</p>	<p>The students must already be familiar with Inspiration 9. They also need to understand the differences between characters, settings, events, etc. A small amount of English knowledge is required to understand some of the inferences we might need to draw.</p> <p>My students have recently completed another assignment on Inspiration and many understood the program well. They have also completed the unit on inferences in previous grades and I have tested that knowledge. The majority of these students are on an appropriate level to begin this task.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch</p> <p>_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To begin this lesson plan, we will play a lightning round about the book to see where the students are in their reading. This will be slightly active and will prepare their brain for the tasks. This game will take 5-10 minutes for my class of 20 students.</p>
<p>Instruction</p> <p>_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning</p>	<p>The instruction aspect will only last 5-10 minutes. I will show the model of the compare and contrast that I created using two main characters from a previously read book. I will explain that characters, settings, and events may all be compared and that they must quote the page number unless it is an inference.</p> <p>I will remind them that we use inferences every day and we are already mentally comparing the characters. I will ask for various students to describe a character's physical appearance with 2-3 words, so we can compare how each student is already viewing characters differently. This will also show that this is a semi-creative writing lesson that is intended to make students think about how they read and there are no wrong answers.</p>

<p>and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Getting the students involved with their opinions will get them excited for the activity. I will let them start and then walk around until one of them has a question. Many times, the students will be able to figure it out from the template and can begin choosing their characters or settings and finding their textual evidence.</p> <p>If the students have multiple questions and some of the questions are repetitive, I will spend a few more minutes with the explanation.</p> <p>If the students have met the learning objectives, they should be able to present their completed chart with textual evidence and can explain their inferences.</p>
<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting</p>	<p>The students will have 45 minutes to create their chart and find contextual evidence. They will have three class periods to fill their chart and find evidence.</p> <p>I will be observing students for clarity and understanding. If a student is putting two characters on one side, for example, I will remind them to read the instructions fully.</p> <p>Occasionally I will take a moment to discuss with a student how they reached an inference and where they based it in the text. Making sure to keep the student on track and finding textual evidence is a large portion of this time.</p>

the intended learning objectives?	
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>5 minutes will end the first and second class periods. Reminding them to save and continue finding contextual evidence while they read is the majority of this time. The third (and potentially fourth) class period will be a sharing time and allows students to share their chart with the class. This also tests for understanding as the student is able to show textual evidence and complete the chart accurately.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What</p>	<p>I will potentially allow students to work in groups for our initial project. I would like to do this lesson plan for three books this semester and allowing students to work in groups for the first one will lighten their load and increase understanding. I would pair students up based on what they would like to compare. Characters with characters, settings with settings, and events with events. Each student will focus on creating a list that describes their chosen topic and then the two students will work together on Inspiration to fill in the chart with similarities and differences.</p>

criteria will you use when forming groups?	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The entire first lesson might be aimed at a refresher on textual evidence, inferences, and other basic skills. Some students might not have read the book yet, and I would require them to do a compare and contrast for the previous book we read. They would still be required to complete the whole chart and provide textual evidence, but points might be deducted for the incorrect book.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The teacher needs to have Inspiration and a completed Compare and Contrast chart as an example.</p> <p>The students need the book they are currently reading, access to Inspiration, and potentially a partner.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
--	--

What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

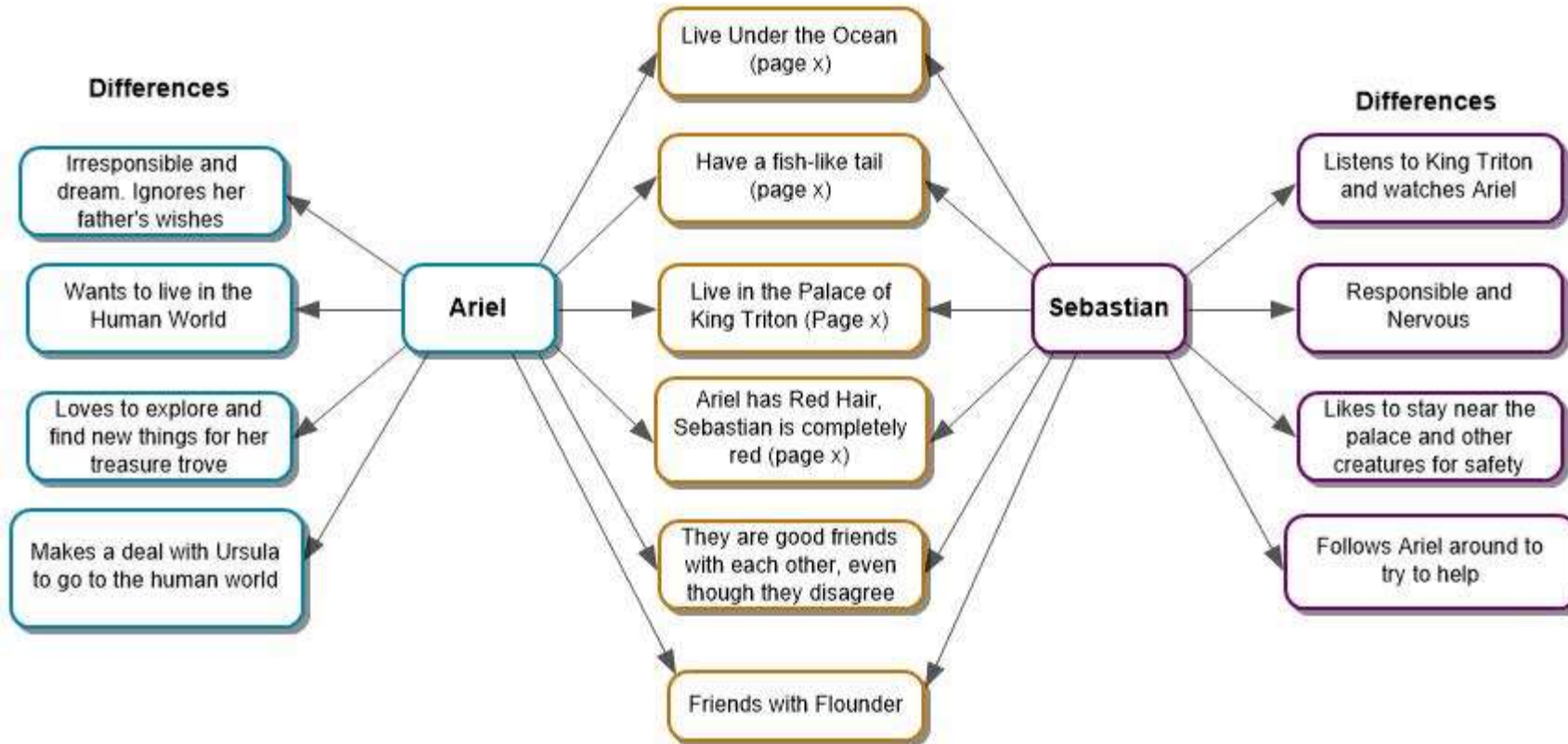
To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Compare and Contrast: Ariel and Sebastian

Similarities



Attach each assessment and associated evaluation criteria/rubric.