

Name Hannah Cunningham

Lesson Plan Template

Lesson Segment Focus Comparison of Two Characters Lesson _____ of _____

Course & topic addressed 5th Grade Language Arts: Comparing Characters Date _____
Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to analyze, record, and discuss character reactions to events. Students will be able to compare/contrast the reaction of characters by discussing with a partner and recording them on a graphic organizer.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will build on their knowledge of different types of characters and how events affect the plot and characters.
Knowledge of students background (personal, cultural, or community assets)	Students may be able to recognize the fable in the lesson. Students may also shared varied versions used in different cultures or communities.

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.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).
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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?	The diagram will include the key vocabulary in the bubbles. Students will need to replace the key vocabulary word, or write below it, with the event in the story that correlates. This will help promote understanding of events in a story. Students will also type in the character names from the story in a bubble. This will require them to acknowledge the characters in the text. I can provide a word list with definitions or bilingual sheets with definitions for ELL or for the students who need it the extra support in understanding these terms.
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Key Vocabulary

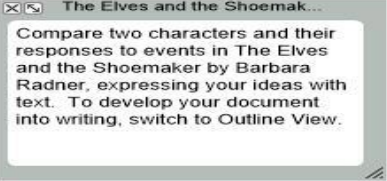
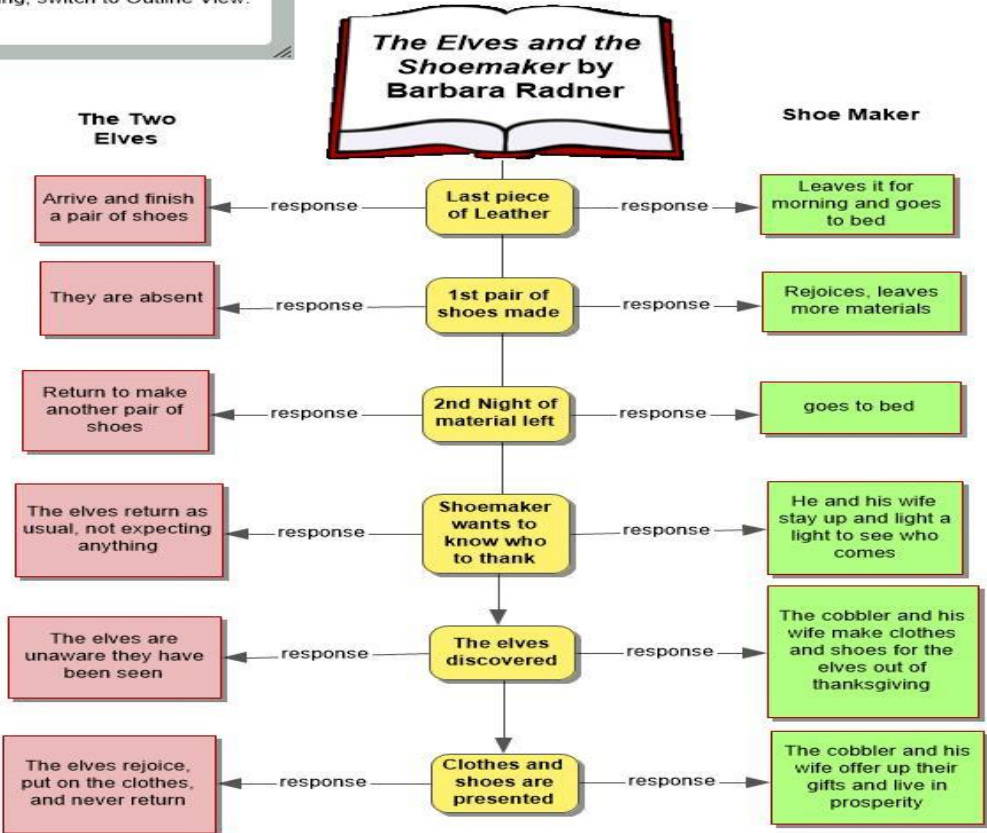
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Event, Climax, Plot, Character, Resolution, Rising Action
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Materials

Materials needed by teacher for this lesson.	Picture book of <u>The Elves and the Shoemaker</u> , Model of completed map from a different story— <u>The Three Little Pigs</u> .
Materials needed by students for this lesson.	Access to make their own inspiration web on a computer, pencil, paper, definition notes if needed, online version of story to refer back to.

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.
Day 1: 10 minutes	Introduction: Recall the Role of a Character	<p>As a class, the students will brainstorm about the questions below that I will ask:</p> <ol style="list-style-type: none"> 1. What are Characters? 2. What do they do in a story? 3. How do we know why they act in certain ways? <p>With this introduction, students will bring forward their background knowledge of the role of characters in stories and texts.</p> <p>Next, I will show my model of a character comparison web about <u>The Three Little Pigs</u>. I will explain that they will complete one based on the story we read during the lesson. I will show my model briefly with the class to get them familiar with the web and its goal of character comparison based off events in a story. I will then place a student version of an uncompleted web on the board to help them become familiar with the layout. I will leave it on the board while I read the book.</p>
Day 1: 40 minutes Day 2: 40 minutes	Instruction: Presentation of the story and characters	I will start off the next phase of instruction by telling my students to really focus on the characters in the story. I will then read aloud the story <u>The Elves and the Shoemaker</u> to my students. I will model different characters by using different voices. I will also use strategies to help the students become more involved with the story. I will encourage them to infer by pausing and asking what the students

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.
		<p>think will happen once an event starts. This will aid in their understanding of breaking down the story as well.</p> <p>Once we have completed the reading, I will have my students access the Character Comparison Web on my website as well as the article. Students can work in groups of 2-3 or alone and work on pulling out the main events. I will then put my completed web back on the board for a model. Students will then decide on their own and record the events on their web. Next, the students will individually pick two characters and fill out their webs based on the evidence they find in the text.</p> <p>A completed web can be seen below:</p>  

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.
Day 2: 10 minutes	<u>Closure: Finalize and discuss webs and Display in room</u>	After students have had plenty of time to complete their web, we as a class will discuss them. We will discuss what we have learned about the characters in the story and their reactions to the events. Students will then submit them electronically. I will print out the students' webs and hang them in the classroom.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Some students may need the events already placed in their web. Some students may need the characters picked for them as well. These students will require being guided into understanding the concept. They need more structure to work with verses other students who may need a few filled in or none at all.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>