

Lesson Plan Model¹

Lesson Title/#: Comparing and Contrasting Characters

Grade Level: 1st

Learning Central Focus

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| Central Focus What is the central focus for the content in the learning segment? | The central focus for the content in this learning segment will be to teach students to find the similarities and differences between characters' traits, experiences, and adventures in fiction texts. |
| Content Standard What standard(s) are most relevant to the learning goals? | RL 1.9 – Compare and Contrast the adventures and experiences of characters in stories. |
| Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson? | Students will be able to compare and contrast—find similarities and differences between—two characters in a story and their experiences, adventures, and character traits. Students will be able to reason between two characters and their experiences and identify certain traits and patterns between the two. They will be able to organize these similarities and differences into categories and point them out clearly. |
| Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson? | Students must know what a character is. They may not know how to find similarities and differences, but I will walk them through this process step-by-step. |

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.

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| <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> | |
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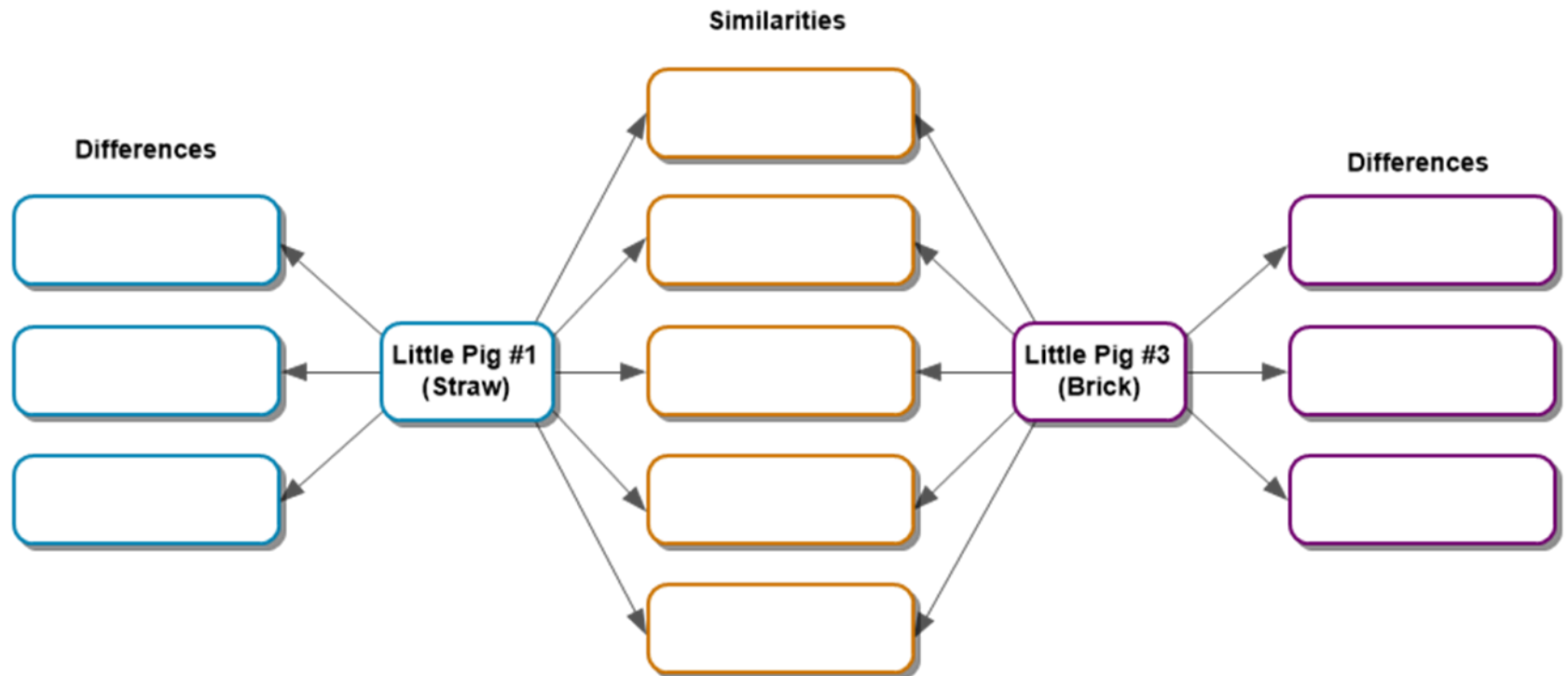
Instructional Strategies and Learning Tasks

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

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| <p>Launch ____5____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p> | <p>I will begin the lesson by playing a video reading of the story “The Three Little Pigs.” Most of the children will have already heard of or read this story.</p> |
| <p>Instruction ____10____ 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 and their</p> | <p>We will discuss the story and its characters, especially the three pigs. I will tell them that in many stories, we can compare and contrast characters. I will ask if any of the students know what it means to compare two things. We will discuss the meaning of this word. Next I will ask if anyone knows what it means to contrast two things. We will discuss their answers and I will explain that comparing means finding the things that are the same, while contrasting means finding the things that are different. I will activate their prior knowledge by asking them if they remember what a character trait is. I will ask them to pick two students in the room and compare and contrast their traits. I will reinforce the differences between these two words and what they entail, that they can’t be used interchangeably. I will informally assess students as we progress to see if they are grasping this concept of comparing and contrasting.</p> |

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| <p>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>Structured Practice and Application ____10____ 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 the intended learning objectives?</p> | <p>Next, I will pull up the Compare and Contrast template on Inspiration which I have prepared for our lesson. It will compare Little Pig #1 (who made his house of straw) and Little Pig #3 (who made his house of brick). We will brainstorm together and work together to fill in the graphic organizer comparing these two characters. I will guide them at first, and then let them lead the process of filling in the rest of the chart.</p> |

Compare and Contrast



Closure
____5____
Minutes

How will you end the lesson?

I will end the lesson by reinforcing the concepts and meanings of comparing and contrasting and reviewing the graphic organizer we've created together as a whole group. I will explain that comparing and contrasting is a skill they can use anywhere in life, but especially in reading.

Differentiation/
Planned
Support

How will you provide students access to learning

Whole Class:

Groups of students with similar needs:

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| <p>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>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 criteria will you use when forming groups?</p> | <p>Students will be able to brainstorm, learn from, and bounce ideas back and forth off of each other when we work together as a whole group to complete our graphic organizer. They will listen to each other's ideas and add onto them or take from them when the opportunity presents itself, having a big, healthy, brainstorming-esque discussion.</p> |
| <p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p> | <p>Students may have a difficult time grasping this concept at first. If they do not pick up on it immediately, we will back-track and break it down into smaller chunks.</p> |
| <p>Theoretical Principles and/or Research-Based Best Practices</p> | |

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| Why are the learning tasks for this lesson appropriate for your students? | |
| Materials What materials does the teacher need for this lesson ? What materials do the students need for this lesson ? | Smart Board Video of “The Three Little Pigs” Inspiration program & compare and contrast template from Inspiration. |

Academic Language Demand(s):

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| 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? | |
| 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? | |
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| How will you support students so they can understand and use the language associated with the | |

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| language function and other demands in meeting the learning objectives of the lesson? | |
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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? |
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Analyzing Teaching

To be completed after the lesson has be taught

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| What worked? What didn't? For whom? | |
| Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow? | |
| Proposed Changes. | <i>Whole class:</i> |

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| <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</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:

Attach each assessment and associated evaluation criteria/rubric.