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## Lesson Plan Template

Lesson Segment Focus Comparing and Contrasting Experiences of Characters

Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Language Arts, Retelling, etc.

Date 10/23/18

Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Being able to point out the differences and similarities between characters in a story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will know that characters are the people in a story, and they will remember that the way the story turns and goes up and down and gets better and then gets worse again is called plot.
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.	<b>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</b>
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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 make sure I review words such as characters, plot, retelling, and the difference between comparing and contrasting. I will help students who need help figuring out these differences by scaffolding them through discussion. I will also make sure students understand what a Venn diagram is, and that we have discussed it and viewed examples.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for	
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students to master the lesson?	
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### Materials

Materials needed by teacher for <b>this lesson.</b>	<ul style="list-style-type: none"> <li>● The Three Little Pigs book</li> <li>● Google Drive on laptop/school computer</li> </ul>
Materials needed by students for <b>this lesson.</b>	<ul style="list-style-type: none"> <li>● Google Drive on Chromebooks</li> </ul>

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

Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<p><b><u>Introduction:</u></b></p> <p>TTW invite the students to the carpet to hear a story. She will say, “Today we are going to read a story that I know most or all of you know, but I want you to still keep your listening ears on and pay extra close attention, because today we are going to do some dissecting on this book and I want you to be able to help me!” TTW ask the students if they know what dissection means. (To take something apart, to look at it very closely and break down all of its parts to study.) Scaffold through discussion.</p>	
	<p><b><u>Instruction:</u></b></p> <p>TTW read The Three Little Pigs aloud to the group, asking questions along the way such as, “How do you think the wolf felt in this exact moment? How about the pigs? Do you think they felt the same, or different? Why?” TTW</p>	

	<p>will finish reading the book and ask the students if they remember what “comparing and contrasting” means. (It means finding the differences and similarities between two things.) Then TTW will ask the students if they remember what characters are. (They are the people or animals in stories.) TTW will ask who the characters were in this book. (The wolf, the three little pigs, the three little pigs’ mama pig.) TTW lead a discussion about what similarities and differences the characters have with each other, in general and in certain situations and moments in the book, like the wolf blowing the house down, or while the pigs were building their houses. What do you think the wolf was doing then?</p>	
	<p><b>Closure:</b> TTW ask the students to go back to their seats as they are now going to practice comparing and contrasting the characters in this well-known story. TTW show them an example of a Venn diagram and review what it is and how to read it, as well as</p>	

	<p>how to make it. TTW say, “Okay class, now I need you to make your very own Venn Diagram showing me what is similar about the three little pigs and the wolf, and what is different. If you like, you may make a different circle for each pig. Or, you may make one circle to represent all three pigs. Be sure to fill them in correctly, though, and don’t get the different areas confused. Let’s begin!”</p>	
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**Accommodations/Modifications**

<p>How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>.I would modify instruction by using visual examples, taking extra one-on-one time with students, and giving more focused, individualized scaffolding both in the area of finding the differences and similarities, and in inputting them into a Venn diagram.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will differentiate by giving both visual and verbal instruction, monitoring the room, and making sure to formatively assess so no one gets left behind.</p>
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**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 &amp; what is assessed).</p>	<p>Formative <input checked="" type="checkbox"/> Summative</p>	<p>Monitoring discussion, working room while students work on diagrams.</p>
	<p>Formative <input checked="" type="checkbox"/> Summative <input checked="" type="checkbox"/></p>	<p>Reviewing Venn Diagrams made based off of comparing and contrasting characters from The Three Little Pigs</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

**Research/Theory**

<p>Identify theories or research that supports the approach you used.</p>	
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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>;  
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