

Lesson Plan Model¹

Lesson Title/#: Compare & Contrast Books

Grade Level: 3rd

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	The central focus is for students to compare and contrast two or more works.
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	Integration of Knowledge and Ideas: RL.3.9 Compare and contrast the <i>themes</i> , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<p>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?</p>	<ul style="list-style-type: none"> • Students will learn how to compare and contrast different works while also learning to pay attention to similarities and differences while reading. • To be able to determine the setting, themes, and plots of different works. Then compare and contrast between them.
<p>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?</p>	<ul style="list-style-type: none"> • Students must be adequate readers and be at least a 3rd grade reading level. • Students must be able to identify and know the definition of theme, setting, and plot. • Students must be able to sound out, define, and spell different words on their grade level. • Students must know the terms compare and contrast to determine the correct examples to provide over their different books.

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.

<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.

<p>Launch <u>10</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Talk about favorite books and see if students can figure out any similarities or differences between them.</p>
<p>Instruction <u>10</u> 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 personal/cultural and community assets?</p>	<ul style="list-style-type: none"> • Define the terms compare and contrast to make sure that students know what is expected of them. • Discuss the two examples and determine their plot, setting, and themes. • The teacher should have an example template filled out to show students how to complete the inspiration lesson to compare and contrast their books. Begin by showing the completed template in a fun and interactive way, like letting the students read the examples and explain why they were placed there. • Students will complete the lesson by filling in the blank template with what they have learned from their two books. • Routine checks will be performed by walking around the classroom, students will also be instructed that if they run into any problems or have questions, to raise their hand and the teacher will come to their aid.

<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 <u>50-120</u> 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>	<ul style="list-style-type: none">• Students should have read two works prior to this class, giving them a week to read at home and maybe set aside 30 minutes during class time to read every day.• When going over the example template, students will be asked to figure out the similarities/differences between the two so that they can be knowledgeable of what is expected of them.• This lesson will allow students to retain information and dissect what they have read. This will help them on the path to what will be expected of them in higher grade levels when it comes to analyzing works.• Once they have completed their template, students will turn in their papers to be graded, after grading, the teacher will set aside time during a wrap-up lesson to go over the students work individually. <p>Complete Example below:</p>

	<p style="text-align: center;">Book Comparison</p> <p style="text-align: center;">Similarities</p> <ul style="list-style-type: none"> Main Characters (Harry, Ron, Hermione) Setting (Hogwarts) Theme (Good vs. Evil) Plot (Three friends team up to defeat villain) Author (J.K. Rowling) <p>Differences (Book 1):</p> <ul style="list-style-type: none"> Villain: Voldemort Year: First Year Details: Characters, classes, spells <p>Differences (Book 2):</p> <ul style="list-style-type: none"> Villain: Tom Riddle (Young Voldemort) Year: Second Year Details: Characters, classes, spells
<p>Closure <u>10</u> Minutes</p> <p>How will you end the lesson?</p>	<p>The lesson will end by students turning in their work and then having a class discussion over what they have learned.</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>

Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	Students will work on this lesson individually. If group time were involved, students would join in and discuss the example template made by the teacher to determine the similarities and differences between the two. Then group time would end with a class discussion and presentation of what each group figured out.
What Ifs What might not go as planned and how can you be ready to make adjustment?	Students might not finish any reading at home and therefore rely solely on in class reading time. Therefore by allowing a set time in class, it gives students the opportunity to finish their books.
Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for this lesson ?	<ul style="list-style-type: none">• The teacher needs either print outs of the blank template for students to fill in their information.• Computers with Inspiration are optional.• Students need pencils and two books to use for this lesson.

What materials do the students need for **this lesson**?

Academic Language Demand(s):

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?	
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
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			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>	

Why will these changes improve student learning?	
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What research/theory supports these changes?	
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Resources:

Attach each assessment and associated evaluation criteria/rubric.