

Lesson Segment Focus: Compare and Contrast

Lesson: Two of five

Course & topic addressed: Language Arts

Date: March 20<sup>th</sup>, 2019

Grade: 3<sup>rd</sup>

**Student Outcomes**

Specific learning objectives for this lesson.	Students will be able to compare and contrast different settings in two books from a book series
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The last lesson we did was comparing and contrasting different themes in two books from the same book series.
Knowledge of students background (personal, cultural, or community assets)	The students will need prior knowledge of what a setting is. Students have already read the two books they are comparing and contrasting.

**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.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
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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?	Students will be able to pick the two books they would like to compare. Students will need to pick books that they understand so they can develop their content learning.
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Setting, author, series, characters</b>
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**Materials**

Materials needed by teacher for this lesson.	Total Recall App, Box Car Children Mystery in the Sand, Box Car Children Bus Station Mystery
Materials needed by students for this lesson.	Total Recall App, iPad, Two books of their choice

**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.
15	<p><b><u>Introduction:</u></b></p> <p>Review from yesterday Review over books</p>	I will review on the way we did our lesson the day before with them. We will be doing a similar lesson but with setting today. After I review, I will give the students 5 minutes for each of their books to review what they read previously.
25	<p><b><u>Instruction:</u></b></p> <p>Setting Compare Contrast Total Recall</p>	I will spend the first part of the class period talking about setting. I will give examples of the setting in both of my books. I will go over comparing two stories and I will give an example from my book. I will go over contrast and then give an example of differences between my two books. I will have an example of how their total recall will look with all of my examples. I will then give them time to work on comparing and contrasting the different settings on the Total Recall app. I will walk around helping whenever they need me.
10	<p><b><u>Closure:</u></b></p> <p>Showing Total Recalls</p>	After everyone is done, I will give them time to pull up their finished Total Recall mind map to show to the class if they would like to.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I could have compare and contrast tables printed on a piece of paper for students who wanted it. I would have students who can't see or hear as well sit in the front of the room. I would have students who can't pay attention for long sit in the front of the room while everyone is working so I could help them stay focused.</p>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I review and talk about the topics so the students can hear the material. Writing examples on the board will help students who are visual learners. Total Recall allows students to be hands on.</b>
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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>