

Name Leticia Caballero

Lesson Plan Template

Lesson Segment Focus Describing a Character in Depth

Lesson 3 of 3

Course & topic addressed Language Arts, Character Analysis

Date 10/22/17 Grade 4th

Student Outcomes

Specific learning objectives for this lesson.	The contribution of characters in a literary piece. The development of characters throughout the story.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Using the knowledge from lesson one to gather specific evidence from the book to explain the characters' contribution to the story. Also, using the knowledge from lesson two to talk about the development of the characters' after encountering a struggle or struggles in the story.
Knowledge of students background (personal, cultural, or community assets)	Knowledge that everyone has a different personality, and everyone reacts differently to struggles.

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.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions). Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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 PowerPoint will ask questions or have phrases they have to answer or continue to complete the rest of the PowerPoint. The students will be given a list of words and synonyms, so they will not use the same descriptive words over and over.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Unfamiliar vocabulary to the students that is mentioned in the book such as nuisance, vast, desolate, peculiar, spectacles, beckoning, emerging, marvelous, balderdash, etc.
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Materials

Materials needed by teacher for this lesson.	James and the Giant Peach by Roald Dahl, electronic device, PowerPoint,
Materials needed by students for this lesson.	James and the Giant Peach by Roald Dahl, electronic device, PowerPoint, list of descriptive words

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.
5 minutes	<u>Introduction:</u>	As a class we will decide which characters of the book are the main characters.
35 – 45 minutes	<u>Instruction:</u>	<p>After deciding which characters are the most important to the story, James and the Giant Peach, as a class we will discuss each character’s personality. Then we will discuss each character’s role. Finally, the development of characters throughout the book will be discussed. When class discussion is done students will have to choose one character and create a google slide presentation. The presentation will examine the character chosen by the student. The presentation should follow the following outline:</p> <ul style="list-style-type: none"> • The character’s words and actions • Interactions with other characters • Their reactions to major events • How are they similar or distinct to other characters? • How and why did the character change? <p>The students should provide evidence from the book in their presentation to back up their work. The Google Slides should also include images relatable to James and the Giant Peach.</p>
5 minutes	<u>Closure:</u>	Students need to share their finished product with the teacher. If they did not finish the Google Slides presentation in class, it is homework.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. The teacher will be available to help any students who are not understanding the assignment or having complications with Google Slides. A list of descriptive words will be provided with synonyms and definitions. If necessary, there will be a translation in the students' language.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Class will provide oral (discussion), visual (presentation), and kinesthetic (creating Google Slides) instruction.
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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>