

Name Peyton Deason

Lesson Plan Template

Lesson Segment Focus Comparing and Contrasting Characters Lesson _____ of _____

Course & topic addressed Comparing and Contrasting Characters Date 3-14-19
Grade _____

Student Outcomes

Specific learning objectives for this lesson.	Students should be able to properly compare and contrast the adventures and experiences of characters in books using a Venn Diagram.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior to this lesson students should be able to describe characters, settings, and major events in a story using key details.
Knowledge of students background (personal, cultural, or community assets)	Students at this point will be exposed to different types of books with different types of characters. Students should have a basic understanding of similarities and differences based on their reading exposure at home as well as in the classroom.

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.1.9 Compare and contrast the adventures and experiences of characters in stories.
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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 appropriate academic vocabulary for this lesson will be placed on the board for the students to refer back to when talking and writing during this experiment.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Compare: identifying the similarities between two given objects, people, or stories. Contrast: identifying the differences between two given objects, people, or stories.
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Materials

Materials needed by teacher for this lesson.	A white board 3 different color markers Questions to prompt children A book
Materials needed by students for this lesson.	Their individual book Venn diagram papers Pencil

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.
10 minutes	<u>Introduction:</u>	The lesson will begin by me bringing the class to the carpet for circle time. I will ask the children if they know what a “meanie” is. Once we understand what a meanie is, I will discuss how important it is to be kind to one another in class. Once they respond I will introduce the book <u>Junie B. Jones and that Meanie Jim’s Birthday</u> .
30 minutes	<u>Instruction:</u>	I will read the first chapter of the book, pausing occasionally for students to share their thoughts or opinions when prompted by questions. After our discussion and the reading of the book the children will head back to their seats at their desks. I will pass out a paper that has a list of actions that Junie B. Jones did, a list of actions that Jim did, and a list of actions that they both did. The actions will be randomized, so the children will have to work to remember which character did what. I will facilitate the discussion by standing at the white board, creating a Venn diagram along with my students. I will read off an action and the students will tell me where in the Venn Diagram this would be placed. Each child will cut and paste the event into the appropriate section. We will do this for the first few and then the children will turn and face their elbow partner. They will continue to work in pairs to finish the assignments.

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.
10 minutes	Closure:	The students will work together to finish their diagrams. After they all finish each group will share where they placed one action or event. Once all the actions or events have been placed in their appropriate section, the other student from each group will share one kind word that they can use this week instead of being a “meanie”

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	For students who cannot write yet, you can prepare pictures from each story and allow the students to cut and glue the pictures into the Venn diagram
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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	<i>TO BE FILLED IN AFTER TEACHING</i>
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steps?	
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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>;
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