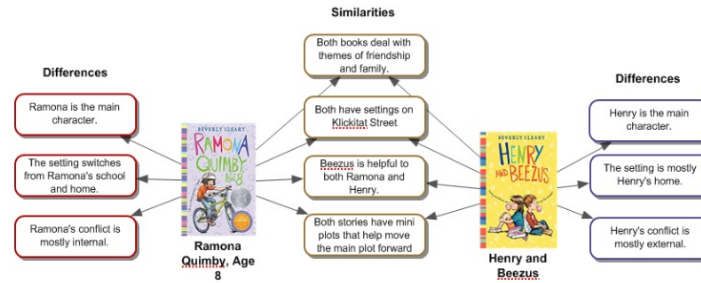


Book Comparison



Name: Reagan Donald

Lesson Plan Template

Lesson Segment Focus: Comparing and Contrasting Beverly Cleary Books

Lesson 7 of 14

Course & topic addressed: Theme, Setting, and Plot

Date: 09/10/19 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students should be able to identify themes, settings, and plots. They should be able to compare and contrast texts. At this point, as a class, we will have read both <i>Ramona Quimby, Age 8</i> and <i>Henry and Beezus</i> , so the students will be ready to compare and contrast the different texts by Beverly Cleary.
Knowledge of students background (personal, cultural, or community assets)	The students are in 3 rd grade. They are mostly African American. They split their time between outdoors and indoors.

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?	Shorter texts to read aloud and for students to read on their own to become more comfortable with determining themes, settings, and plots. For students who may read on a different level, I would bring a small group together where we would read a text on a lower grade level and first work together to determine themes, settings and plots and also work on comparing and contrasting the different texts.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Theme, Setting, Plot, Compare, Contrast
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Materials

Materials needed by teacher for this lesson.	<i>Ramona Quimby, Age 8, Henry and Beezus</i> , Smartboard, Inspiration
Materials needed by students for this lesson.	Computer, Inspiration, <i>Ramona Quimby, Age 8, Henry and Beezus</i>

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 mins	<u>Introduction:</u>	I will start by introducing the standard and having the students repeat after me. We will then do a mini review over the different aspects of the two books we read as a class. The students will popcorn the different events that happened in the two stories.
30 mins	<u>Instruction:</u>	As a class, we will come up with one similarity and one difference concerning plot, setting, or theme. This should take about 5-10 minutes. The students will then be put into groups of 4, where they will discuss the books and come up with the remaining similarities (3) and differences (2). They will be given about 20-25 minutes to do this.

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.
25 mins	Closure:	To close out the lesson, the students will stand and present one difference and one similarity. If time permits, groups that have a similarity or difference that hasn't already been mentioned will then be given the opportunity to present again.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation – use shorter texts Intervention – monitor closely and clarify and provide feedback IEP/504 – More time to complete the assignment and shortened assignments with excerpts from the text LEP/ESL – working in a group
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Give detailed instruction. Have students restate objectives. Ask questions to direct student learning.
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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>