

Lesson Plan Template

Lesson Segment Focus: Comparing and Contrasting

Lesson 2 of 4

Course & topic addressed: Theme, Setting, and Plot

Date: 10/16/19 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 Frindle and The Report Card by Andrew Clements.
Knowledge of students background (personal, cultural, or community assets)	The students are in 3 rd grade. They are mostly African American.

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

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>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.</p> <p>After they get the hang of this skill, I will then bring in excerpts from the two books for the students to be able to compare and contrast specific scenes from both books.</p>
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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>Frindle, The Report Card</i> , iPad, Total Recall app
Materials needed by students for this lesson.	<i>Frindle, The Report Card</i> , iPad, Total Recall app

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>	TTW start by introducing the standard and having the students repeat after me. The teacher and students 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>	The teacher and students come up with one similarity and one difference concerning plot, setting, or theme. This should take about 5-10 minutes. TSW 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. TSW use the Total Recall app to make a mind map with the similarities and differences they have come up with.

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	<u>Closure:</u>	To close out the lesson, TSW stand and present the mind maps they have designed using the app.

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>