

Lesson Plan Model¹

Lesson Title/#: Compare and Contrast

Grade Level: 1

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	For students to learn how to compare and contrast and understand the meaning behind it.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	Students will be able to distinguish comparisons and differences between characters in stories. They will be able to tell what is alike between characters and what is different. Students will also be able to tell what compare means and what contrast means.
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	Students will need to know what characters are in a story. Students will need to understand what it means if something is alike/similar or the same. Students will need to understand what it means if something is different or not the same.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 10 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start the lesson by reading <i>From Wolf to Woof: The Story of Dogs</i> By: Hudson Talbott.</p>
<p>Instruction 20 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p>	<p>After I read the story aloud to the students I will ask the students questions like "What does it mean if something is alike?" "What does it mean if something is different?" "Can you give me an example?" "How is that alike or different?" We will discuss things that are different and similar between wolves and dogs. We will create a compare and contrast diagram together. I will also show them different pictures of dogs and wolves so they can see similarities and differences.</p>

<p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application 20 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will have the students listen to <i>The Three Little Pigs</i> read aloud. Then I will have the students create their own compare and contrast chart between characters using a worksheet I have printed of a venn diagram. Our compare and contrast diagram of the wolves and dogs will still be on the smart board for students to look at.</p>
<p>Closure 10 Minutes</p>	<p>I will ask students for examples of similarities and differences between the different characters in the story.</p>

How will you end the lesson?	
<p>Differentiation/Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>I will allow students to work alone if they want or if they would like to work with a partner I will pick one for them.</p>
<p>What Ifs</p> <p>What might not go as planned and how</p>	<p>If the smartboard is not working I can read the second story aloud myself and I can create a diagram on the white board by hand.</p>

can you be ready to make adjustment?	
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	The books, smartboard/white board, worksheets of venn digram, pencils

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	

What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't? For whom?	
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<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.