

Lesson Plan Template

Date: _____

Rebekah Bittner

<p>Grade: 3rd</p> <p>Materials: post-it notes, paper and pens</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals /Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Reading</p> <p>Technology Needed: smart board</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard</p> <p>3. RL. 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.</p> <p>3. SL. 1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>3. SL. 1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: Students will analyze adjectives in a story.</p> <p>Above Proficiency: Students will analyze adjectives in a story and build on how the adjectives effect the characters.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will draw a chart from the board to help them see adjectives in place. • Auditory: students will listen to the teacher read but also to one another talk and discuss. • Kinesthetic: Students will get to get up and put sticky notes on the board. • Tactile: Students will get to use different colored paper and pens. 				
<p>Objective</p> <p>Students will analyze adjectives from the story and assemble the adjectives they found into a chart.</p>					
<p>Bloom's Taxonomy Cognitive Level: Understand</p>					
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Whole group: - students are to have their voices at a level 0</p> <ul style="list-style-type: none"> - They should keep their hands to themselves - Their attention should be on the speaker - They should not be moving around the room unless with permission <p>Moving around the room:</p> <ul style="list-style-type: none"> - students should walk safely around the room - They should keep their hands to themselves - Walking feet should be used, and voices should be off. <p>Working with a partner:</p> <ul style="list-style-type: none"> - While working with a partner, students should talk respectful and use kind words. - The students should be staying on task and not getting one another distracted. - There should be a fair amount of each partner talking/reading (whatever the task might be) - When doing a turn and talk students should whisper. <p>Materials:</p> <ul style="list-style-type: none"> - Students should be respectful and careful with any materials that are used. - They should stay on task with the materials and use them appropriately 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <p>Whole group:</p> <ul style="list-style-type: none"> - students are expected to have their voices at a level 0 and not distracting others - They should be paying attention and ready to answer questions when needed - Students are expected to stay on the carpet with the whole group. <p>Moving around the room:</p> <ul style="list-style-type: none"> - students are expected to walk safely and respectfully around the room - They should respect the things and people they are walking next to - They are expected to move quietly and quickly (with reason) <p>Working with a partner:</p> <ul style="list-style-type: none"> - Students are expected to work respectfully with one another and stay on task - Students are expected to share and give one another a turn at the task they are completing. <p>Materials:</p> <ul style="list-style-type: none"> - Students are expected to use the materials appropriately and respectful - They should not distract themselves or anyone else with materials. 				
<p>Minutes</p>	<p>Procedures</p>				

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2 min	Set-up/Prep before lesson: <ul style="list-style-type: none">- Draw a chart on the smart board of where different adjectives can be placed in.- Have different colored paper and different colored pens ready and post-it-notes.
3 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none">- “Alright everyone if you can put away your things and meet me at the carpet quietly. Please sit in a group of three next to a colored piece of paper and the marker I have laid out. Have your reading notebooks with you. In 10, 9, (keep counting down but give them compliments along the way.)”- <u>Taji and savannah will work with me or an aide.</u>- “When you get in your group start copying the chart down.”- “Yesterday we talked about speed of reading and how speed of reading can affect our understanding of the story.”- “Today we are going to talk about adjectives and how they affect the story.”- “what is a word that would describe you right now?”<ul style="list-style-type: none">o Let them think about ito Then say, “whisper to your partners what that word is.”o Allow them time to whispero As they whisper write on the white board “a word that describes Miss Bittner is happy.- Bring attention back by saying, “alright now that you have whispered to a friend share with me some of them”<ul style="list-style-type: none">o Call on 1 or 2 students to share what they shared with a friend.
7 min	Explain: (teacher-led) <ul style="list-style-type: none">- “On this board I have this lovely chart that has different spots of where to place adjectives.”- On the board there should be 3 columns written<ul style="list-style-type: none">o People look...o People act...o People feel...- “I have already put a couple of examples on the board of adjectives that describe what someone might look like, act like, or feel like. Now in your group of three write down on the post it-notes I have provided one adjective to go in each spot and then have each person come and put one of them up at a time.”<ul style="list-style-type: none">o Make sure there is an example in each column- “what questions do you have?”- “So, you should be writing down three different adjectives one for each column” (this is a refresher note to remind what they are to look for)- “refer to the adjective chart if need be.”<ul style="list-style-type: none">o Give them time to think and write down an answero Give them prompts like “when you cry what do you feel? How do you act? How do you look?”o Help them put them on the board.- “When you are all finished give me a thumbs up and sit quietly.”- Once they are all done say, “alright bring your attention back up here. We are going to go over the adjectives you all put up here and I want you to write these in your chart.”<ul style="list-style-type: none">o Go over the adjectives and write them in the charto Add some in if need be- Now I am going to read part of a story and when you think I have read an adjective raise your hand.”<ul style="list-style-type: none">o It would be good to have the reading on the board so that they can follow alongo When they raise their hand finish the sentence and then call on them.o Underline the adjective in the readingo Put it in the column it goes in.
7 min	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none">- “now that we have had some practice reading, we are going to put it into writing. What we are going to do is in your small group with the colored piece a paper I want you to write a story with your team.”- “the requirements for the story are that there needs to be three characters and they each need to have something special.”- “there should be no pictures with your story right now just words. We can draw pictures later.”- “I will do a practice run of a quick story.”

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	<ul style="list-style-type: none">○ Write a quick story on the white board of three sisters (or something of your choice)○ You can even underline each person's special feature.○ Make sure they see how fast you were able to do that.- "before I let you go and write what questions do you have?"- "You have 4 minutes ready go."<ul style="list-style-type: none">○ Go around to each group as they write.○ Make sure they are following directions○ Make sure each group member is participating.- "alright stop writing in 5, 4, 3, 2, 1, pens down."- We are going to do a share out time so I would like this group to go (pick a group to share out who you observed worked really hard. Or pick a group who you are seeing much improvement in their writing)- If there is not enough time for every group to share make sure the students know that all the writing will be put up on the board for students to look at when they have a chance.- If they do share their story <u>make sure to point out the adjectives they used.</u>- "good job putting in all those adjectives."
1 min	Closure (wrap up and transition to next activity): <ul style="list-style-type: none">- "So, when you are reading, or writing be on the look out for adjectives."- "Please bring your paper markers back up here quietly and then quietly get ready for your first daily."- "if you want to read other people's stories I will put them up here on the board (or the step)."
Formative Assessment: (linked to objective, during learning) <ul style="list-style-type: none">● Progress monitoring throughout lesson (document of student learning, data collection) I will look at how the students are working in their groups and how they are helping one another. I will also be looking for what types of words they use as adjectives and how they put them in their chart. I will be looking to see how they follow directions and answer questions in complete sentences.	Summative Assessment (linked back to standard, END of learning) At the end of the lesson I will analyze students stories but also how they worked well together. The story that they came up with I will look at their writing and the adjectives they included in their writing.
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall the lesson went well, and the students were focused on the lesson. I could tell they were focused because their eyes were on me and made sure to ask me questions. I know that the students learned about adjectives because I saw it in their writing that they did during the lesson but then even afterwards I saw how they used it during daily 5. Something I would change for next time is to stop students from blurting out. I would reiterate to them what we learned in second step, that when someone is talking, we are listening. I would also make sure to remind them about their personal narrative and that they can include adjectives in their narratives. By prompting them to continuing using adjectives that helps them take the lesson farther than the moment they learned it. Using the active board was a fun way to have the students involved in the lesson have them learn by doing rather than just watching.	