

**Lesson Plan Template**  
**Date:   3-10-18**

<b>Grade:</b> 4th		<b>Subject:</b> Reading	
<b>Materials:</b>		<b>Technology Needed:</b>	
<ul style="list-style-type: none"> <li>● Overhead projector</li> <li>● <i>The Polar Express</i></li> <li>● Chromebooks</li> </ul>		<ul style="list-style-type: none"> <li>● Overhead Projector</li> <li>● Chromebooks</li> </ul>	
<b>Instructional Strategies:</b>		<b>Guided Practices and Concrete Application:</b>	
€ Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list)		€ Peer teaching/collaboration/cooperative learning € Visuals/Graphic organizers € PBL € Discussion/Debate € Modeling € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list)	
<b>Standard(s)</b>		<b>Differentiation</b>	
4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).		<b>Below Proficiency:</b> Below proficient students will not be in the class at the time of the lesson.  <b>Above Proficiency:</b> Above proficient students will be able to use their creativity to express all of their learning.  <b>Approaching/Emerging Proficiency:</b> These students will participate in all activities.  <b>Modalities/Learning Preferences:</b> This lesson caters specifically to visual/spatial learners along with verbal/linguistic learners. The technology integration will help the students who are kinesthetic. The group sharing will encourage the use of interpersonal skills.	
<b>Objective(s)</b>			
By the end of the lesson, students will create a collage displaying the setting of a story by inferencing and using details from a text.			
<b>Bloom’s Taxonomy Cognitive Level:</b>			
Create			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
The students will be at their desks. Once called, they will gather at the carpet. Then, they will be dismissed to work with their partner wherever they wish inside of the classroom. When finished, the students will end up back at their desks.		Students will be expected to listen quietly when the teacher is talking. Students will participate and raise hands to answer questions. Students will share chromebooks with each other and will share their collages with each other politely and effectively.	
<b>Minutes</b>	<b>Procedures</b>		
1	<b>Set-up/Prep:</b> Open up the powerpoint. Get the book out and ready to read.		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		
	“Okay, I want everyone to close their eyes for 30 seconds and quietly think about what your bedroom looks like. No talking. Okay, now you can open your eyes. Turn to a partner and describe your bedroom to them. When the stopwatch on the board beeps, you are going to let the other person talk. And go.”		
	The stopwatch will stop for the second time and the children will stop talking.		

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	<p>“What would happen if your bedroom was different. What if instead of a bed, you had a giant pool? Or what if instead of your bookshelf you had a giant water slide. Would your room feel different? Why? Would it change what you do in your room?”</p> <p>I will let the kids raise their hands and discuss for a few minutes.</p>
<p><b>5</b></p> <p><b>10</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>“It would be very different wouldn’t it. That is because the setting of your bedroom would be different. Today we are going to talk about settings in stories. The setting is the time and place a story happens, the when and the where. The setting helps to create the mood of the story. It influences how readers feel about the text. Knowing the setting of a story can help you to visualize the text, even when there are no pictures.”</p> <p>I will then go through my powerpoint with the students and help them to understand what the setting is and how they can determine it in stories.</p> <p><a href="https://docs.google.com/presentation/d/1zzMWeg0sTvJOIkshzvnmDq4H-5P3_Y-W7XtHVnHtTck/edit#slide=id.g3515a16354_0_61">https://docs.google.com/presentation/d/1zzMWeg0sTvJOIkshzvnmDq4H-5P3_Y-W7XtHVnHtTck/edit#slide=id.g3515a16354_0_61</a></p> <p>“Okay, you can all come gather here on the carpet. We are going to read a book called, <i>The Polar Express</i>. I want you all to pay special attention to the descriptive details in the text that describe the settings.”</p> <p>I will read the book to the students, stopping periodically to connect the descriptive words to the pictures.</p>
<p><b>30</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>“Now I am going to divide you up into groups of 2. Listen to all the instructions before moving. Got it? Okay, you and your partner are going to get a chromebook and find a space to work. I am going to hand you both a very short part of a story. You can both read the short story and then use the descriptive words in the text to figure out the setting. Then, I want you to create a powerpoint slide about the setting of your story. You can find pictures that would work and then create a photo collage. Make sure you tell me why you use your pictures. You could write a list of the descriptive words that helped you, or even put them into the collage. Here is an example of a collage that I made. Remember, the setting includes the time and the place. You can also include other specific details that you find in the text.</p> <p><a href="https://docs.google.com/presentation/d/1zzMWeg0sTvJOIkshzvnmDq4H-5P3_Y-W7XtHVnHtTck/edit#slide=id.g3515a16354_0_61">https://docs.google.com/presentation/d/1zzMWeg0sTvJOIkshzvnmDq4H-5P3_Y-W7XtHVnHtTck/edit#slide=id.g3515a16354_0_61</a></p> <p>“Are there any questions? Great! These are your partners. I will give you a five minute warning. After the time is up, you will get to share your story and collage with another group in the class! I will be walking around if you have questions or need help. Make sure you share the chromebooks and take turns. If you aren’t using the chromebook you can certainly help brainstorm ideas and help find words in the text to use. If you finish early, you can type up your story on another slide so other groups can see it! You can all get started.”</p> <p>“Alright it’s time to wrap up. Here are your group pairings. You have a few minutes to share with each other. Make sure you talk about descriptive words and using the text.</p>
<p><b>7</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>For the review, the students will show their powerpoints to another in groups. They will explain their stories using their stories to support their ideas in their collages.</p>

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“Great job everyone! I saw a lot of good work happening. Why do you think that the setting is important in stories? What were some of the difficulties you had with this project? How could you use this project to help you think about the settings of other stories?”

Now you can put your chromebooks away and then take a seat at your desk and listen for Mrs. Heid’s instructions.

**Formative Assessment: (linked to objectives, during learning)**

- **Progress monitoring throughout lesson (how can you document your student’s learning?)**

The formative assessment will be when the students share their powerpoints with other groups.

**Summative Assessment (linked back to objectives, END of learning)**

The summative assessment will be their final powerpoint project.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

I really liked the overall concepts and activities in my lesson plan. I thought through it a lot and put a lot of hard work into developing it. The students definitely loved, *The Polar Express*, and also loved doing the activity. They were highly engaged and were able to work with one another to use clues in texts to support their collages. However, there are definitely some changes that I would make. If I were in a time crunch again, I would make sure to have all of the chromebooks, partners, and reading passages previously set out at the students’ desks. Then, I would have all the students come in to the room and sit down on the carpet near the front of the room. After explaining the activity, the students would then be allowed to go back to their seats and work. Furthermore, I would tell the students what time frame they have for working and make sure that my expectations for the project are clear. I liked having it somewhat open-ended so that they could have some creative liberty; however, students who are not used to that often need some guidelines and minimum expectations in the least. On the other hand, if I had my own classroom, I would make this a bigger project and allow the students multiple different time periods to work on their projects. Then, the students would be able to present their slides and demonstrate their learning and creativity. The students would also then be able to reflect on each others’ work as well. Another thing I would do would be to use the powerpoint that I created to teach the students more specifically about settings in the story, what to look for in order to understand them, and why they are important. Because I was informed that the students had already been taught about story setting, I decided to not use my powerpoint and just lead a discussion for review. However, I quickly discovered that the students could have really used the powerpoint. At that point in time, I decided to just go with the rest of the lesson anyways instead of starting the projector. However, I think that the powerpoint would have greatly benefited the students and helped them to understand the lesson better. In addition, I would lead more of a discussion with, *The Polar Express*, instead of waiting until after the book was read. This would help integrate the topic of setting more into the story and discussion. I would pause several times during the story in order to ask the students questions to get them to start critical thinking. Moreover, before sending the students off to work on the activity, I would explain the activity one more time and make sure the students truly know what to do.

Another thing that I liked about the lesson was that I had typed out several different levels of passages for the students. When I went around the room and gave each group a passage, I was able to ask the above proficient students if they wanted a harder passage for a challenge. Several groups eagerly accepted. I could see that the challenge motivated them and made them want to learn and do their best. Furthermore, I loved that having more of a student-centered lesson allowed me to travel about the room, get on the students’ levels, and help them each individually. I felt excited to learn and grow with the students. I loved hearing all of their ideas they shared with me and seeing their progress.

In addition, the students remembered the shoulder tapping method I used for the previous day’s read-aloud and they asked if they could do it again. I had had each student pat their shoulders and then their lap whenever they heard a character trait spoken in the book. Although this was a little harder to do when focusing on the story’s setting, I was

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really impressed and excited that the students had connected the two lessons and wanted to use the strategy of incorporating movement into learning.

Overall, I really loved teaching this lesson. I received some wonderful feedback from Mrs. Hager and I know that I will use this lesson, with a few modifications, in my future classroom.