

# Lesson Plan Template

Date: \_\_\_\_\_

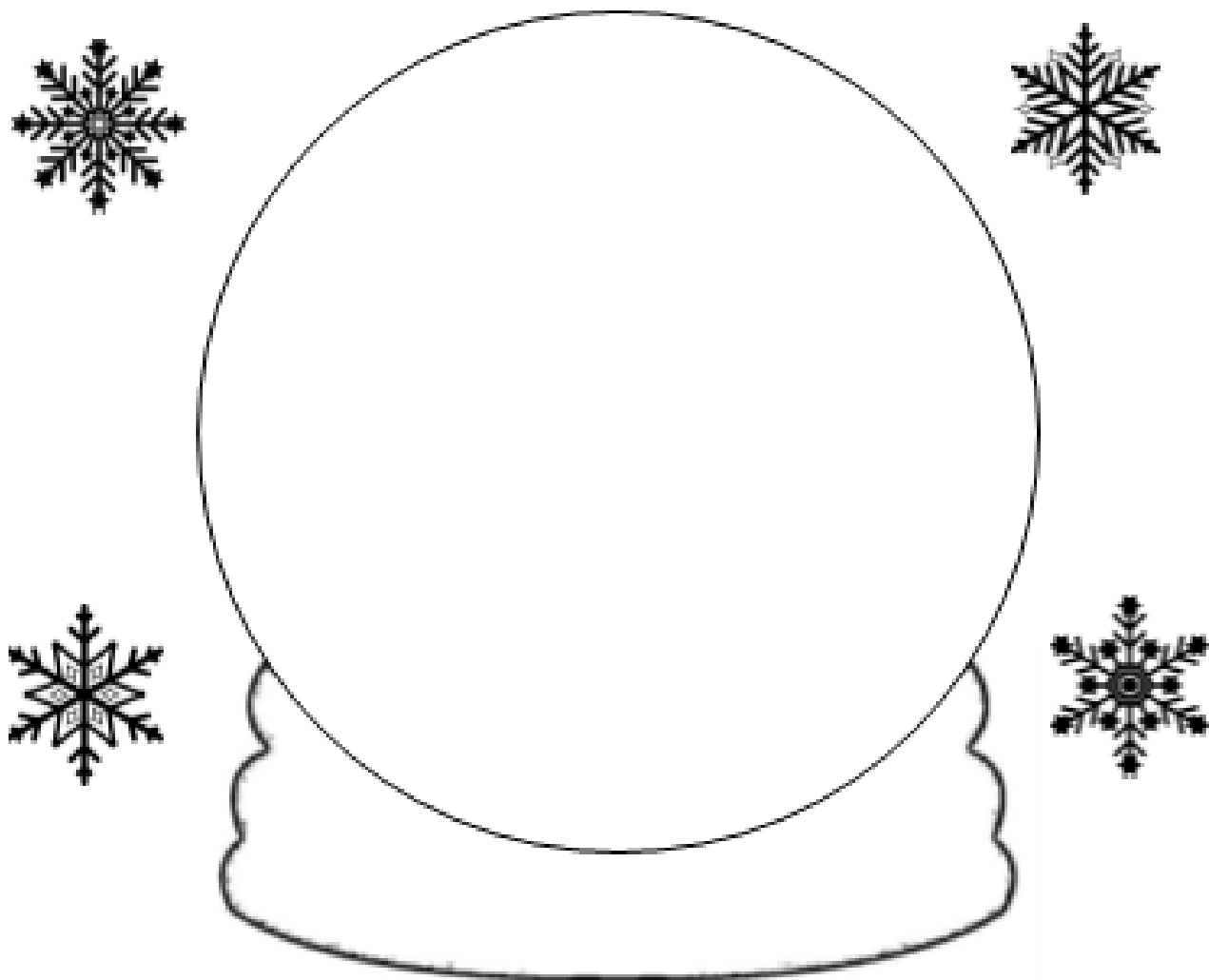
<p><b>Grade: 3</b></p> <p><b>Materials: What was the most surprising aspect of your practicum experience?</b></p> <p><b>Instructional Strategies:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Other (list)         </div> <div style="width: 50%;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling         </div> </div>	<p><b>Subject: Language Arts</b></p> <p><b>Technology Needed: Projector</b></p> <p><b>Guided Practices and Concrete Application:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)         </div> <div style="width: 50%;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic         </div> </div> <p>Explain:</p>
<p><b>Standard</b></p> <p><b>SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</b></p> <p><b>W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</b></p>	<p><b>Universal Design for Learning</b></p> <p><b>Below Proficiency:</b> Students will not need to give as many adjectives in their writing. They also will be monitored more than the other students.</p> <p><b>Above Proficiency:</b> Students will need to provide more adjectives along with more focus on cohesive sentences.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Visual: Projector</li> <li>• Auditory: Verbal Instruction</li> <li>• Kinesthetic: Moving from station to station</li> <li>• Tactile : The physical Objects.</li> </ul>
<p><b>Objective</b></p> <p>Students will create engaging opinion pieces with a focus on adjectives.</p> <p><b>Bloom's Taxonomy Cognitive Level: Application</b></p>	<p><b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b></p> <p>Using CHAMPS, which is been used from the beginning of the year, students will begin with a noise level of 0, Raising their hands if they have questions, individual work, remain seated, listening and following directions to be successful at this lesson. For the second part of the lesson, students will have a noise level of 1, raising their hands if the have a question, collaborative working, remain seated, and listening to the teachers and peers for success at this lesson.</p>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>Transition from reading time after lunch to their seats for direct instruction.</p> <p>Transition from writing lesson, direct instruction, to writing in their journals.</p> <p>Transition from writing their stories, to sharing their stories with their peers at their tables for peer feedback. (Giving an example of what this might look like.)</p> <p>Transition using "Class-class, yes-yes" Were going to transition into our next lesson.</p>	<p><b>Minutes</b></p> <p style="text-align: center;"><b>Procedures</b></p>
<p><b>Set-up/Prep before lesson:</b></p> <ul style="list-style-type: none"> <li>• Set up the different winter objects around the classroom.</li> <li>• Print off the adjective's worksheet. See below</li> <li>• Set up the projector.</li> <li>• Anchor charts set up.</li> <li>• Have the book for the engage part ready.</li> <li>• Grab the students from lunch and ask them before entering the classroom, if they can find a dot on the carpet for reading Fortune Falls.</li> </ul>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>After asking students to find a dot on the rug, I will ask 3 students what happened last time we read Fortune Falls. "Third Graders, last time we read Fortune Falls, what major events happened in the previous chapter? Turn and talk with the people around you for 30 seconds. Boys and Girls, I want to hear from 3 students about what happened." "Thank you, students, are we ready to read this chapter? Perfect!" Begin reading Fortune Falls and ask students questions on big words, adjectives, different characters actions, or what has happened/ progressed from the last lesson.</p>

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	<p>After the 15 minute reading, ask students to give you examples of adjectives for the characters in the book we are reading.</p> <p>Review the different kinds of adjectives.</p> <p>“Comparative adjectives are... Superlative Adjectives are...”</p>
	<p>Explain: (teacher-led)</p> <p>“Great job students! Now remember how we were creating our snow globe stories yesterday? We’re going to finish these today and begin the next steps in the project.”</p> <p>“After you have completed the writing portion and either myself or Mrs. F have approved it, you may finalize any other details and begin coloring the snow globe.”</p> <p>“If you complete the coloring of the snow globe today, I would like you to add in at least another comparative or superlative adjective in your stories about the snow globe.”</p> <p>“Does anyone have any questions?”</p> <p>“For this lesson we should be at a voice level of 0, raising your hand if you have any questions, this is independent work, we are going to remain seated, but you may move or sit wherever is comfortable for you to write, and as always, we are going to listen and follow directions for this lesson to be a success.”</p>
	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>“Students, I am seeing a lot of very good writing practices like capitalization, and punctuation. Let’s make sure we are using descriptive words in these stories. If you need suggestions or need help, raise your hand, or look at our anchor charts.”</p> <p>“Let’s also make sure we are using complete sentences, not run on sentences for our stories.”</p> <p>“I also see some excellent superlative adjectives in your writing. Grest job!”</p>
	<p>Closure (wrap up and transition to next activity):</p> <p>“Students, we have about 2 minutes left in the lesson, so if we could wrap up our idea and write it down quickly, we can transition into our next activity.”</p> <p>RING TRANSITION CHIME</p> <p>“Alright students, 2 minutes are up, so let’s put away our composition notebooks, and take out our math composition notebooks with a noise level of 0. Can we do that?”</p>
<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"><li>• Progress monitoring throughout lesson (document of student learning, data collection)</li></ul> <p>Read students stories throughout the lesson making sure they are using good grammar and punctuation during their writing.</p> <p>Look at student’s stories after the lesson and make sure they are using good techniques and improving their writing.</p>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Artifact 1:



If I lived in a snow globe.....
