

Name: Emma Rues

Date(s) to be Taught: 01/31 - 02/04

**Emporia State University**  
Professional Development School  
Lesson Plan Template

**Part A: Objective and Assessment Alignment**

**State Standard(s):**

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3 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).

**Student Learning Objective(s):** Students will be able to respond to critical questions throughout the reading and reflect on the novel itself by comparing and contrasting two characters

**Individual Assessment of Student Learning Objectives (Add additional columns, if needed.)**

|   | Objective 1   | Objective 2 (if needed) |
|---|---|-------------------------|
| Name of assessment                              | Pausing Point - Compare/Contrast                                      |                         |
| Score/Level/Criteria needed to master objective | Two paragraphs, three to four sentences each with correct punctuation | -                       |
| Scoring Guide/Rubric used to score assessment   | Participation, feedback left on each worksheet                        |                         |

**Part B: Student Needs and Differentiation Alignment**

**Description of Students**

|          |   |
|----------|---|
| ELL      | N/A   |
| IEP      | L.S. - Is currently in speech and he is working on emotion management. This student feels stress, anger, and other emotions on a more intense level causing him to want to shut down and tear up. Student has been working on skills to deescalate intense feelings and he is doing a good job. Student may have to be reminded of these skills and practices, but can usually correct mindset and behavior after reminder. |
| Behavior | A.W. - Student needs directions multiple times and to be reminded. Student always follows rules, really enjoys reading and drawing. Student tends to keep reading when asked to transition. Student does well academically.   |

|             |   |
|-------------|---|
|             | R.H. - Student needs redirection multiple times. She tries to follow rules, but sometimes zones out not hearing what she should do. Student enjoys reading and drawing as well. Student is working on conversations with others and advocating for herself.                                   |
| Below-Level | D.T. - Student struggles in reading and has not had a specific struggle pinpointed yet. Student has a good support system at home to support in all academic areas, especially reading. Student has a good work ethic and approaches reading with a good, but sometimes apprehensive mindset. |
| Above-Level | E.L. - This student is overall gifted in all subject areas and is often quiet. Student is friendly to others and enjoys reading among other school work. Subjects come fairly easy to her and she can usually find more than one path to an answer.   |

**Differentiation based on Description of Students** (Add additional columns, if needed.)

How will the teacher make the learning objective accessible for students (i.e., ELL, IEP, below-level) and/or provide enrichment? Consider differentiating content, process, and product.

| Who?        | How will I differentiate?   |
|-------------|---|
| L.S.        | Repeated instruction at a slower pace, grounding method (54321), deep breaths together, additional time, print instead of cursive         |
| A.W. + R.H. | Repeated individual instruction, drawing during if helps focus (check weekly on answers), repeated reading, individual reading of passage |
| D.T.        | Individual instruction after work has been passed out, topic prompts, additional time, oral responses, passage read again                 |
| E.L.        | Follow up questions after initial prompt is answered, deeper analysis of question, small group discussions, alternate ways to answer      |

**Part C: Resources and Materials**

**Resources**

Celley-Anderson, M. (2018). Fish in a Tree, Novel Study. Wisconsin ; The Teacher Studio, LLC.

Hunt, L. M. (2015). Fish in a tree. New York, NY: Nancy Paulsen Books, an imprint of Penguin Group (USA).

**Materials:**

Fish in a Tree book, pencils, pausing point - compare/contrast

**Part D: Instructional Sequence**

(Insert instructional sequence here, using the Gradual Release Model, 5E Instructional Model, or another model that the instructor, supervisor, and/or mentor teacher selects.)

|                              |  |
|------------------------------|--|
| <b>Anticipatory Set:</b>     | <p>Open the reading time with silent reading for five minutes while class takes restroom breaks after lunch and recess. Allow for students to all be in the room for the discussion and give some daily silent reading time, also allows for smooth transitions.</p> <p>Once all of the students are back in the room, start the chapter off by having some students help me summarize what happened last time we read</p> <p>This will allow for clarification of what happened last reading, for questions to be answered, and new questions/predictions to arise</p> <ul style="list-style-type: none"> <li>- What did Ally bring to show? Why is this so important to her?</li> <li>- What is the new assignment Ally is worried about that Mr. Daniels has proposed?</li> <li>- What can we predict about this new assignment?</li> </ul> |
| <b>Input:</b>                | <p>Before reading, read two examples of student work to show how a paragraph should be set up and how to compare characters: K and L if they are willing to share their work</p> <ul style="list-style-type: none"> <li>- Make points of how they are alike in the first paragraph</li> <li>- How many sentences</li> <li>- How to pick the right characters to have enough to write about</li> </ul> <p>Answer any lingering questions, have students add comments, and then read</p>   |
| <b>Modeling:</b>             | <p>Read through the chapter and ask questions stopping at:</p> <ol style="list-style-type: none"> <li>1. If you were Mr. Daniels, what do you think would be the best way to respond to this comment and self-reflection Ally provides (pg. 56)</li> <li>2. How has Ally's attitude changed from the beginning to now about how she plans to treat Mr. Daniels? (Reference past chapter about Mr. Daniels not knowing what he is in for) (pg. 57)</li> <li>3. Put yourself in Keisha's shoes, how would you feel if Ally sat next to you and blurted out random thoughts (pg. 59)</li> <li>4. Why do you think Ally is suddenly acting this way? (62)             <ol style="list-style-type: none"> <li>a. Do you think she will regret this later on?</li> </ol> </li> </ol>   |
| <b>Guided Practice:</b>      | <p>Same as above</p>   |
| <b>Independent Practice:</b> | <p>Have students take time (last 5 minutes) to reflect on the chapter we just read and finish their first paragraph/start their second paragraph for the Compare/Contrast worksheet</p> <ul style="list-style-type: none"> <li>- Remind students of requirements: 3-4 sentences, grade level punctuation, first paragraph two characters alike, second two characters differ</li> <li>- Give out ideas for comparison (Shay and Ally, Travis and Ally, Mr. Daniels and Mrs. Hall)</li> </ul>   |

|                          |  |
|--------------------------|--|
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| <b>Guided Practice:</b>  | Same as above  |
|                          | <ul style="list-style-type: none"> <li>- Have students reflect and answer any questions</li> </ul>   |
| <b>Closure:</b>          | <p>Students will turn in worksheet as an exit ticket on Friday</p> <ul style="list-style-type: none"> <li>- Students will place their worksheets on my desk for me to review and assess before handing them back the next day.</li> </ul>  |