

GSC Lesson Plan Format

GSC Student: Megan Johnson

Lesson #: 2

Subject: Literacy/Language Arts

Grade level: Fourth

Standard Based Outcome(s): Define Common Core State Standard (<http://www.corestandards.org/>). Are you addressing the Common Core Standard/s in this lesson?

CCSS:RI.4.10 - Reading Informational Text - Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

AND

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

Specific Objective(s) / Student Performance: State in measurable terms what you expect your students to learn or perform. Then, list the Essential Questions/Vocabulary (knowledge/content) that the student's need for this objective.

In preparation for identifying theme (inferential comprehension), students will demonstrate literal comprehension by summarizing 5 out of 5 main events in Wilson Bentley's life, and by listing at least 5 internal or external character traits.

Resources: Clearly and briefly describe what you will need to teach this lesson. (Include student use of technology as appropriate, manipulatives, etc.):

- large poster paper or large post-it paper (several pieces)
- markers
- Identifying Theme youtube video
- *Snowflake Bentley* book
- [Snowflake Bentley Online Unit](#)

Instructional Arrangements and Considerations for Diverse Populations: State any arrangements that are critical/highly recommended in order for your students to learn. (Consider options such as the schedule, teacher roles, grouping, setting, individualized requirements or accommodations etc.):

- a) What student achievement data has been gathered?
Students in this class have a broad range of independent reading levels both above and below grade level. They have strong schema in content area subjects. As a level Q, this book was chosen both to address concerns below, and because as a read aloud it will be accessible and interesting for all the students.
- b) Are there any issues, patterns, concerns evidenced in the data?
In general, this group of students struggle to identify theme in literary texts. Many of the students tend to ignore words they do not know and continue reading, rather than look for context clues and try out synonyms.
- c) What are the related I.E.P. goals if applicable?
One student has an ELA IEP goal to increase his independent reading level and improve decoding strategies.
- d) Critical arrangements/accommodations, etc:
This is a class-wide lesson and activity and is accessible to the whole class.

Lesson Outline: A successful, systematic teaching lesson includes the following three components:

- Opening the lesson - (Consider bringing up prior knowledge, anticipatory set, essential questions, clarifying the purpose of the lesson or otherwise engaging the students in the lesson, etc.)
Briefly preview the text by reading the back of the book again, pointing out the narrative structure and the contrasting informational sidebars, and pointing out the woodcut illustrations. Ask the students if there is anything else they notice or wonder about the book or the text.
Optional, as time allows: As part of the preview, share with the class the Snowflake Thermometer Poster embedded in lesson 2 of the online unit; briefly point out/discuss the individual snowflakes that Bentley photographed and the structure and meaning of the chart (the chart uses an arrangement of Bentley's photographs to demonstrate the structure of snowflakes at different temperatures and moisture levels). Also, show the first 35 seconds of the "Snow and snowflakes" video, which provides a clear and simple illustration of how snow forms.

- Interactive presentation - (Consider using appropriate continuous teaching components such as modeling, guided practice, questioning, independent practice, monitoring and feedback, differentiated instruction, multi-level instruction.)

I do -

“When we read any text, it’s important to know *why* we’re reading it. Reading with a purpose means we understand what information we’re looking for, and it can help us pay closer attention to information we find it in the book. We’re going to practice reading for a purpose by looking for a *theme* as we read *Snowflake Bentley*.”

We do -

- Show the youtube video embedded in lesson 2 of the online unit, “Identifying Theme.” Stop periodically to discuss/clarify important points with students; have students help you identify the important things to know about a theme and write them on an anchor chart. Be sure to include the final 3 questions to determine theme (What is the big idea of the events in the story? How does the character/author deal with the big idea? What does the story teach you about how to live your own life?).
- Read the book out loud to the students. Pause briefly to identify vocabulary words and ask for appropriate synonyms and clarify any figurative language (for example, “...cut the dark with lantern light...”). If there is not enough time to finish the book, you can pause and finish tomorrow. Be sure to leave enough time to...
- Assess and reinforce literal comprehension: Using two different large pieces of paper, act as a scribe and facilitate a conversation where students share the main events of the story so far; list these events in a simple timeline, as directed by students, on one sheet of paper. On the other paper, record internal and external traits of Wilson Bentley (students are already familiar with these terms; you can remind them this means ‘visible and invisible traits’ if needed). Use this conversation as an opportunity for the class to clarify information or correct misunderstandings. Model referring back to the text to clarify questions and use precise language.

You do - This unit teaches, models, and prompts a strategy for identifying theme. Students will summarize and express a theme on their own in a later lesson. More independent use of the strategy will come in following units/texts.

- Closing the Lesson - (Consider methods for promoting retention such as summarizing and restating specific goals and information learned as well as methods for promoting generalization and transfer.)
Refer to the three charts created today (theme, main events, and character traits); “Today we learned about reading for a purpose, and our purpose is identifying theme in *Snowflake Bentley*. Listing the events in the text and Wilson Bentley’s character traits will help us identify a theme tomorrow.

Evaluation of Objectives/Student outcomes: Reflect on how you plan to evaluate student’s learning in relationship to your planned outcome(s) or objective(s)

- (a) What formative assessment/probe will be used to assess your student’s learning?
The class timeline and class list of character traits - Notes during comprehension conversation
- (b) What feedback did your data and/or professional collaboration provide?
The data provided me with a text level and objectives that are appropriate for this group.
- (c) How will you analyze your data - (resources: collaboration, checklists, books, etc.)?
Facilitating a class discussion and soliciting participation from all students will allow me to assess individual students’ understandings of the main events and the character traits. As we record their information on the timeline and list, I will take notes on students’ understandings or misunderstandings and contributions on sticky labels and put these labels in my reading conference notes for each individual student. This conversation will also be an opportunity for the class to clarify information or correct misunderstandings.
- (d) What will be your next step/strategy to facilitate student progress on objective(s)?
Literal comprehension will be assessed in this lesson; literal comprehension of the character and the events of his life will prepare students for inferential comprehension and identifying theme, which will be taught and assessed in the next lesson.
- (e) What summative assessment, if any, are you planning at the appropriate time?
Each lesson in the unit incorporates formative assessment to assess the specific objectives of the lesson, and a summative assessment is not planned.

Include reflections on your lesson/activity using :Reflections/Evaluation of Lesson Effectiveness

If this is one lesson in a unit, please complete a summative reflection of the unit and objectives at the end of the unit with a focus on what you would change or do differently in the future or how you would differentiate for diverse students if applicable.

1. To what extent was the student productively engaged in the lesson?

The students were productively engaged in this lesson. The lesson provided a number of short, relevant materials, and the regular transitions to relevant, interesting material kept them engaged. The students were intrigued by Wilson Bentley's Snowflake Thermometer Poster (which I had a physical copy of) and the short video clip of how snow forms. They also were engaged by the video presentation of identifying a theme. Some students' attention tends to drift during a read aloud, but the vivid illustrations and occasional pause for discussion kept them involved. In addition, the post-activity (timeline and character trait posters) were interactive; I solicited input from reluctant students and offered the text for reference for students who were unsure of their responses. This scaffolding helped students stay engaged and participate.

2. Did the student learn what was intended? Were the instructional objectives met? What data do you have to demonstrate learning?

The students did learn what was intended. The timeline and list of character traits shows that through a class discussion, the students were able to identify at least 5 main events in Wilson Bentley's life, and identify at least 5 internal or external character traits for him.

3. Were the objectives and/or instructional plan altered as the lesson(s) was taught? How did your data inform your decision making. Why?

The instructional plan was not significantly altered as the lesson was taught. Formative observations showed me that students were engaged, and those who were momentarily not engaged responded to redirection and supports such as having the book to reference. Although some required prompting or a direct question, all of the students participated and understood the concept of theme and understood the text within the discussion structure that was planned.

4. How did the resource(s), strategies, etc. that you chose affect the student's' ability to meet the lesson objectives?

The lesson provided a number of short, relevant materials, and the regular transitions to relevant, interesting material kept them engaged. The students were intrigued by Wilson Bentley's Snowflake Thermometer Poster (which I had a physical copy of) and the short video clip of how snow forms. They also were engaged by the video presentation of identifying a theme. Some students' attention tends to drift during a read aloud, but the vivid illustrations and occasional pause for discussion kept them involved. In addition, the post-activity (timeline and character trait posters) were interactive; I solicited input from reluctant students and offered the text for reference for students who were unsure of their responses. This scaffolding helped students stay engaged and participate. In addition, the poster provided a relevant and visually intriguing display of Wilson Bentley's work, which interested students and helped them understand the content of the text, and the short video clip provided a visual example of what Bentley was studying. Using large poster paper was effective because it allowed us to work together as a class, and it allowed us to save our work for display in the classroom and future reference (versus using a whiteboard for whole-class work, which would not have allowed us to save our work).

5. If you had the opportunity to teach this lesson again, what would you do differently? Why?

I would plan an extended period of time for lesson, in order to complete the read aloud in one sitting. Although there is a lot planned in this lesson, as mentioned above, it transitions enough that students remained engaged throughout. With perhaps a break for snack, etc, it would be beneficial to complete the read aloud within this lesson.

