

GSC Lesson Plan Format

GSC Student: Megan Johnson

Lesson #: 4

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: W.4.9 - Writing - Research to Build and Present Knowledge - Draw evidence from literary or informational texts to support analysis, reflection, and research. a) Apply grade 4 Reading standards to literature (e.g., “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) Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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.

Students will write a short essay responding to the following prompt: “Describe what you think is the strongest theme in *Snowflake Bentley*. Cite at least two reasons it qualifies as a theme, and cite at least three pieces of evidence from the text that support your theme.”

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

- anchor chart about theme
- timeline anchor chart
- character trait anchor chart
- determining the theme of *Snowflake Bentley* anchor chart
- whiteboard
- [4 point grading scale](#)
- [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:
A paraprofessional will be available to support students and to scribe for one student if necessary.

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.)
Display the four anchor charts created as a class at the front of the room. Introduce the assignment and ensure students understand they have all their class resources available to them as they write, including the book, the anchor charts, and have-a-go sheets. Ask them to do their best with spelling, but to focus on what they're writing about.
- 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 - Use the whiteboard to model a starter: "I believe that the strongest theme in *Snowflake Bentley* is that commitment to something you believe in is worth the sacrifice. This is a strong theme because..."
"You can start your own essay any way you want, but remember to state your theme at the beginning, give all the reasons and examples that support it, and restate your theme at the end."

We do - Students will reference their "we do" materials from the unit - the anchor charts that record their thoughts and discussions - as they write.

You do - Students will complete the assignment independently. Work with students to support thinking and ensuring ideas are connected to the text.
- 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.)
"Today you summarized what you believe to be the strongest theme of *Snowflake Bentley*. You also included reasons or examples that prove this is a strong theme. Would someone like to summarize your short essay by telling us your theme and reasons why?"

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 short essay.
- (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.)?
Identifying theme has been highly scaffolded over the past three lessons. If students struggle to initiate the essay I will ensure they are referring back to their thoughts from previous days (on the anchor charts). Because this is a short essay, I will use the [4 point grading scale](#) to score responses (rather than a rubric). Along with the scale, I will assess each students' work with a few sentences that relate their piece back to the assignment and highlight what they did well and what they could have done more on.
- (d) What will be your next step/strategy to facilitate student progress on objective(s)?
I will consider students' responses and scores and use the information about strengths and weaknesses to plan future instruction around determining theme for individuals, small groups, or the whole class
- (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?
Most students were productively engaged throughout this lesson. Some students struggled to get started with the writing even with the built-in scaffolding and required additional guided brainstorming.
2. Did the student learn what was intended? Were the instructional objectives met? What data do you have to demonstrate learning?
Students did learn what was intended; some were able to demonstrate understanding without additional scaffolding and some required more support. Writing samples and individual pre-writing samples show that, with support, even the students who struggled to get started and required writing support were able to demonstrate an understanding of what a theme is, and what a theme of Snowflake Bentley is.
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 altered to provide additional scaffolding to certain students who needed support getting started, as mentioned above.
4. How did the resource(s), strategies, etc. that you chose affect the students' ability to meet the lesson objectives?
Having the class anchor charts that we created available in the room was a very important visual resource for students to reference for information and to confirm or check their thinking. These resources supported both their understanding of the text and their understanding of what a theme is throughout their writing.
5. If you had the opportunity to teach this lesson again, what would you do differently? Why?
If I taught this lesson again, I would plan for more pre-writing/planning activities to support students who needed help initiating their independent writing. This would benefit the other students as well.