

EDU 300 – Language Arts – Lesson Plan 2

<p>Grade: 4th</p> <p>Materials: - Dry Erase Marker - Dry Eraser - 7 Multi-Step Sequence Stories on Note Cards - Comprehension Anchor Poster 4 (BLM 4) - A Need to Build: Comprehension Questions (BLM 5) (all print resources pictured/labeled at the end of lesson plan)</p>	<p>Subject: ELA</p> <p>Technology Needed: Projector Teacher Laptop</p>				
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><input checked="" type="checkbox"/> <u>Direct instruction</u></p> <p><input checked="" type="checkbox"/> <u>Guided practice</u></p> <p><input type="checkbox"/> Socratic Seminar</p> <p><input type="checkbox"/> Learning Centers</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Other (list)</p> </td> <td style="width: 50%; vertical-align: top;"> <p><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</p> <p><input checked="" type="checkbox"/> <u>Visuals/Graphic organizers</u></p> <p><input type="checkbox"/> PBL</p> <p><input type="checkbox"/> Discussion/Debate</p> <p><input type="checkbox"/> Modeling</p> </td> </tr> </table>	<p><input checked="" type="checkbox"/> <u>Direct instruction</u></p> <p><input checked="" type="checkbox"/> <u>Guided practice</u></p> <p><input type="checkbox"/> Socratic Seminar</p> <p><input type="checkbox"/> Learning Centers</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Other (list)</p>	<p><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</p> <p><input checked="" type="checkbox"/> <u>Visuals/Graphic organizers</u></p> <p><input type="checkbox"/> PBL</p> <p><input type="checkbox"/> Discussion/Debate</p> <p><input type="checkbox"/> Modeling</p>	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><input checked="" type="checkbox"/> <u>Large group activity</u></p> <p><input type="checkbox"/> Independent Activity</p> <p><input checked="" type="checkbox"/> <u>Pairing/collaboration</u></p> <p><input type="checkbox"/> Simulations/Scenarios</p> <p><input type="checkbox"/> Other (list)</p> <p>Explain:</p> </td> <td style="width: 50%; vertical-align: top;"> <p><input type="checkbox"/> Hands-on</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Imitation/Repeat/Mimic</p> </td> </tr> </table>	<p><input checked="" type="checkbox"/> <u>Large group activity</u></p> <p><input type="checkbox"/> Independent Activity</p> <p><input checked="" type="checkbox"/> <u>Pairing/collaboration</u></p> <p><input type="checkbox"/> Simulations/Scenarios</p> <p><input type="checkbox"/> Other (list)</p> <p>Explain:</p>	<p><input type="checkbox"/> Hands-on</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Imitation/Repeat/Mimic</p>
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<p>Standards:</p> <p><i>RI.4.2</i> – Determine the main idea of a text and explain how it is supported by key details.</p> <p><i>RI.4.3</i> – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><i>RI.4.5</i> – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><i>RI.4.7</i> – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><i>RI.4.10</i> – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.</p> <p><i>RF.4.3</i> – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>RF.4.4a</i> – Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.</p> <p><i>SL.4.1a</i> – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p><i>SL.4.1b</i> – Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><i>SL.4.1c</i> – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><i>SL.4.1d</i> – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Differentiation</p> <p>Below Proficiency: All students will have one or two partners. The student pairings are all very intentional to ensure that there is a mixture of proficiency levels in every group. The text and questions will also be read aloud to ensure that all students</p> <p>Above Proficiency: Student pairings are all very intentional, high and low proficiencies are strategically paired together to allow for higher proficiency students to have the opportunity to explain their reasoning to their partners, instead of simply sorting the story.</p> <p>Approaching/Emerging Proficiency: Pairing of students is done to ensure that students paired will work well together to ensure all students participate at their proficiency level.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: The student will have their text in front of them, the text will be projected on the board, and the multi-step story sequences are printed out on note cards. • Auditory: The text and questions will be read aloud for all students to hear. All directions will be spoken. The sorted sequences will also be read aloud. • Tactile : The students will have physical note cards to sort their multi-step story sequence. 				

<p>SL.4.2 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> - Students will learn strategies for analyzing questions and finding answers, clues, and evidence by the end of the lesson. - Identify the sequence of events in a text by the end of the lesson. - Sort events into their correct sequence by the end of the lesson. - Answer text-dependent sequence of events questions by the end of the lesson. <p>Bloom’s Taxonomy Cognitive Level: Knowledge – Comprehension – Application</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - G and N work together. K, B, and L work together. P and A turn around to work with R. T works with B. L works with J. K works with T. A works with Z. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Students are expected to raise their hand in order to answer a question. - Blurted answers will not be acknowledged. - Students are expected to be SLANTing (Sitting up straight, Listening with attention, Asking questions, Nodding along, and Tracking the speaker). - Students are expected to collaborate with their partner(s) while being fair with each other and using kind language.
<p>Minutes</p>	<p>Procedures</p>
<p>10</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Project BLM 4 onto the board and freeze the image. - Print one copy of BLM 5 off. - Write out 7 multi-step sequence texts
<p>2</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - “This week, we have been learning all about sequences of events.” - “What are the different clues we look for in a text that help us find the different events in the sequence?” - <u>First, next, then, after, after that, finally, and time.</u> - “We have discovered a lot of different ways to recognize a sequence of events, we are going to use those skills two different ways.”
<p>2</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - “First, we are going to read a text together, then we will answer a few questions about it, and finally there is an activity to complete together.” - “Open your Orange Text for Close Reading Text to page 20. You should see a story titled: A Need to Build (BLM 4). While I read this text out loud, I want you to be following along in your book. Making sure to look and listen closely so you recognize where some of the different events in the sequence are.”
<p>9</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Read BLM 4 out loud. - “In that text, what were some of the sequence clues that we found? ” - Years, first, next, finally - Ask the four questions from BLM 5. “So now we are going to answer a few questions about this text together, it’s going to be really important for us know where the different events in the sequence are.”

	<ul style="list-style-type: none"> - “What do the Puritans do after they fill the cracks?” <ul style="list-style-type: none"> - Put clapboard on the house - “What is the first thing the Puritans do after they find the land with timber?” <ul style="list-style-type: none"> - Chop down the trees to make boards and posts - “Which event comes right before filling the cracks?” <ul style="list-style-type: none"> - Make a sturdy frame - “What is the last step in making the house?” <ul style="list-style-type: none"> - Cover the roof with straw <p>- “Now, because we have been learning about sequence of events all week, today we are going to sort different events in a sequence into their correct order. Every group will get four note cards, on these cards, there are different parts of a story. It is your job to put these four cards in the correct order. Once all of the groups have sorted their cards, a person (or persons) from the group will read the story out loud for the rest of the class.”</p> <p>- After sorting is complete, all seven groups will read their sequence out loud. “Now that we all have our stories sorted, one person from the group (or both/all taking turns) will read their sorted story out loud for us.”</p>
2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - “We were able to follow a sequence of events to answer question about the text.” - “Then we were able to use our knowledge about sequences of events to sort parts of a short story into their correct order.” - “Sequences of events are everywhere and like we discovered today, knowing how to find those sequences can help us in a lot of ways.”
<p>Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student’s learning?):</p> <ul style="list-style-type: none"> - How many students are raising their hands to answer the question? - As I walk through the students while they are sorting their story, are both/all partners contributing? 	<p>Summative Assessment (linked back to objectives, END of learning):</p> <ul style="list-style-type: none"> - Where the students able to sort their multi-event sequence into the correct order?
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, I think this lesson went really well. The portion that I felt went over the best was the sorting of the short story sequences. I was very intentional in the way I paired students off for this part of the activity. All of the student pairs collaborated really well. Some of the groups even figured out a way to share the reading of their short stories. This was not something I had explained to them so seeing some of the students take that initiative was really great. All of the groups were really excited to not only sort their assigned story, but also to share them to their peers. There was almost a competitive aspect to it. Each group wanted to sort their story as quickly as possible. Because I handed the stories out one by one, the groups could not compete against each other, but simply the clock.</p> <p>With this lesson, students took a deeper dive into learning what sequences are and how to identify them. By the end of the lesson, students were better able to identify a sequence of events. Students were not only able to successfully identify the sequences in a text and answer sequence dependent questions, but they were also able to organize parts of short stories into their correct order by using context clues and sequence words.</p> <p>I might consider a few changes in the future. I forgot to mix the short stories up before I handed them out. I had to take a few extra seconds mixing each story up before I handed them to the pairs. In the future they would be mixed up before I even started teaching. For this version of the lesson, I created the short sequence stories. In the future, I think it would be neat to extend this lesson to cover two days. On the first day, students would write short sequence stories in pairs or small groups. On the second day, the student written short stories would be broken down and distributed to different groups in the class. These groups would have to organize the sequence stories into the correct order. This would be a fun way to incorporate writing into the lesson and increase the level of student engagement even more. It could also benefit the students’ learning by enabling them to create a story that connects to their scheme.</p> <p>This lesson I recorded in order for it to be evaluated. Watching the recording of myself teaching was super helpful. It firstly gave me a major confidence boost. I liked the way I sounded when I was instructing the students. Having an air of confidence and self-assurance as a teacher is important. It also helped me as it made me more mindful of the way I move around the classroom. I never want to be that teacher that just stays up at the board all day. Walking around and keeping my proximity to the students helps me make sure students are staying on track and on topic.</p>	

A Need to Build

In 1620, Puritans braved the frigid waters of the Atlantic Ocean in search of a new home and religious freedom. When they arrived in America, they found land filled with timber, perfect for building solid homes for their families.

First, the Puritans chopped down trees and cut them into boards and posts. Next, they made a sturdy frame from the beams and posts to hold up the roof. Then they filled the cracks between the boards with a mixture of clay and straw. This mixture kept water and wind out of the house. Finally, they covered the outside of the house with thin strips of wood called clapboards and covered the roof with straw.

The Puritans kept their windows small and put in central fireplaces to keep themselves warm during the long New England winters.



Photo credit: Robert Henderson/John

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Name _____ Date _____

A Need to Build: Comprehension Questions

Directions: Use information from the poster to answer questions 1–4.

- 1. What do the Puritans do after they fill the cracks?**
 - A Find land filled with timber.
 - B Place beams and posts to hold up the roof.
 - C Put clapboard on the house.
 - D Cut the trees into boards.
- 2. What is the first thing Puritans do after they find the land with timber?**
 - A The Puritans come to America in search of a home and religious freedom.
 - B The Puritans live in the new houses they build with the timber.
 - C The Puritans chop down the trees to make boards and posts.
 - D The Puritans make a mixture of clay and straw to put on the house.
- 3. Which event comes right before filling the cracks?**
 - A The Puritans cover the roof with straw.
 - B The Puritans make a sturdy frame.
 - C The Puritans chop down the trees.
 - D The Puritans find land in America.
- 4. What is the last step in making the house?**
 - A The Puritans make a frame with beams and posts.
 - B The Puritans fill the cracks to keep out water and wind.
 - C The Puritans cut the trees to make boards and posts.
 - D The Puritans cover the roof with straw.

Yesterday, I went apple picking with my mom. We went to the apple orchard. It was so big!

First, we walked through all of the apple trees. They were all so tall and pretty.

Next, we each picked six apples. So we had a dozen apples in total.

Finally, we took the apples home and made apple pie. I ate two pieces. It was so yummy!

During the summer, Jill does the same things every day. She likes to keep her schedule the same.

In the morning, Jill reads a book and cuddles with her cat. Sometimes she reads to the cat too.

For lunch, Jill makes a peanut butter and banana sandwich. Her cat gets tuna fish for his lunch.

In the afternoon, Jill and her cat play in the backyard. Every day during the summer is fun for Jill.

Mary loves to garden. So today she took a little flower seed and planted it in a pot of dirt.

Tomorrow, Mary is going to water the soil so the seed can grow big and tall.

After she waters the soil, she will put the pot out in the sun. Plants grow best when they see the sun.

Mary hopes that in a week or two, she will have a little daisy growing in her flower pot.

Suzy loves going to the beach. Every time she goes, she and her brother Bill build sandcastles.

First they have to find the perfect spot to build. It can not be too close to the water.

After that, they are ready to build. They fill their buckets with sand and start stacking.

Finally, when their castle is tall enough, Suzy and Bill sit back and admire their hard work.

Every Monday, Jim cleans his room. He likes when all of his belongings are neat and orderly.

When he cleans, the first thing he does is pick up all of his toys and put them away.

The next task is to pick up all of his clothes. He has to put it in a basket and give it to his mom.

The final part of cleaning his room is to make his bed. Finally his room looks neat and orderly.

Jake the dog loves baths too. He tries to eat the soap bubbles, and loves having his fur blow dried after.

After he runs and splashes, Jake is all muddy. He has to take a bath outside before he can go inside.

Jake the dog loves to play in the mud. Any time it rains, he runs and splashes through all of the puddles.

Finally, when he is all dry and clean, Jake the dog gets to go inside. He will not take another bath until the next rain.

Today, Tony's class was playing soccer for recess. He was running so fast and having so much fun!

Suddenly, the ball was launched into the air. It flew right into Tony's face.

After that, Tony fell to the ground. He told his teacher his head hurt and they went to the nurse.

In the nurse's office, Tony got an ice pack for his head. Soon, his head felt all better.