Lesson Plan Template
Date: 10-23-19

Grade: 5th	Subject: Language Arts/Reading
Materials: slips, markers, Hatchet books, paper bags , notebooks	**Technology Needed:** none

Instructional Strategies:

☐ Direct instruction	☐ Peer teaching/collaboration/ cooperative learning
☐ Guided practice	☐ Visuals/Graphic organizers
☐ Socratic Seminar	☐ PBL
☐ Learning Centers	☐ Discussion/Debate
☐ Lecture	☐ Modeling
☐ Other (list)	

Guided Practices and Concrete Application:

☐ Large group activity	☐ Hands-on
☐ Independent activity	☐ Technology integration
☐ Pairing/collaboration	☐ Imitation/Repeat/Mimic
☐ Simulations/Scenarios	
☐ Other (list)	

Explain:

Standard

3. RI. 1Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.

4 RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Universal Design for Learning

Below Proficiency:

Students are able to work at their own pace during the project and can learn from group members during the review

Above Proficiency:

Students are challenged to think outside the box with their responses on the fill in the blank slips and use strong and detailed sentences.

Modalities/Learning Preferences:
- **Visual:** drawing and coloring a scene from the book, writing directions on the board
- **Auditory:** Saying the directions out loud and having the students talk through the review
- **Kinesthetic:** The students could move around and sit somewhere where they could successfully get their work done.
- **Tactile :** using many different materials such as markers, scissors, glue sticks.

Objectives

At the end of the lesson, students will gain a better understanding of the material that they read, by reviewing the previous chapter and creating a project and presenting it to their class.

Bloom's Taxonomy Cognitive Level: Knowledge, Creativity

Classroom Management- (grouping(s), movement/transitions, etc.)	**Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)**
-The students will mostly stay in their seats, but will be able to move around and sit by friends as long as they are working quietly and on task.	-Students are expected to follow directions and work independently on their projects. They should be respectful of what is asked and respect their classmates when working in groups.

| Minutes	Procedures
3	**Set-up/Prep before lesson:** - Make sure you have enough paper bags for each student. -Have copies of the questions as well as blank sheets of paper. -Write on the whiteboard prior to the lesson, so that you start the activity right away.

This is what you will write on the white board ahead of time:

1. Summary
2. Setbacks and Discoveries
3. Interesting Words
4. Similes and Metaphors

Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

-In order to stimulate interest and access prior learning say "I would some volunteers to raise their hands and finish my sentence. Brian is_____".
-Allow the students time to think, then call on students to answer. Some examples that students would respond with could be brave, hardworking, injured etc. It's a very open ended question and students will have a lot of different answers.
-Say "Good job class! What you just did previews a fun project we will be working on today".
-Have the students quietly get their Hatchet books out and open their reading notebooks to the notes that they took on chapter 17 of Hatchet.

Explain: (teacher-led)

-Before starting the project, it will be important to review the last chapter that they read. Say "today we will be taking a break from reading, but before we start our project, I would like you to talk with your neighbors about what happened in Chapter 17.
 -Number the students off at each table from 1-4. The number they get will determine their roles in the group activity.
-Explain to the class "If you are a one, you will be summarizing chapter 17 to your group. If you are a 2, you will explaining any setbacks and discoveries that brain had. If you are a 3, you will reading off your list of interesting words that you found in this chapter. And finally if you are a 4, you will be showing your group and similes or metaphors that you came across while reading this chapter. These roles are listed here on the whiteboard, so you can look at that if you need to remember what your job is. Does that make sense to everyone? Give me a thumbs up or thumbs down".
-Give the students plenty of time to discuss before beginning the project.
-Walk around and listen in on the discussions to make sure that the students are on task and doing their job.

Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)

-Once the review of chapter 17 is complete, you can begin the project.
-Tell the students to get out their materials. "Please quietly take out your markers, a glue stick, and a scissors".
-Pass out the paper bags first. Say "class, I'm passing out the paper bags first so you can put your names on them right away. Once you have your name on it stand up".
-Wait until all the students are standing to move on. "Thanks everybody, you can sit back down now. Today we will be doing a paper bag project with what we have learned in Hatchet so far. You guys will begin by drawing and coloring a scene from the story and then gluing it on the front of the bag. This can be Something that happened in chapter 17 or it can be a scene from a different chapter that you enjoyed". As you are working on that, I will come around and pass out 2 sheets of fill in the blank questions for you to answer. You will cut these out and place them in your paper bag when you are finished.
-"we will be presenting these on Friday so make sure you get them done. Does anyone have any questions before I let you get started?".
-Pass out the materials and walk around while the students are working to answer questions and make sure they are on task.
-Put directions on the board so students can use it as a resource while working on their projects.

Directions to write on the board:
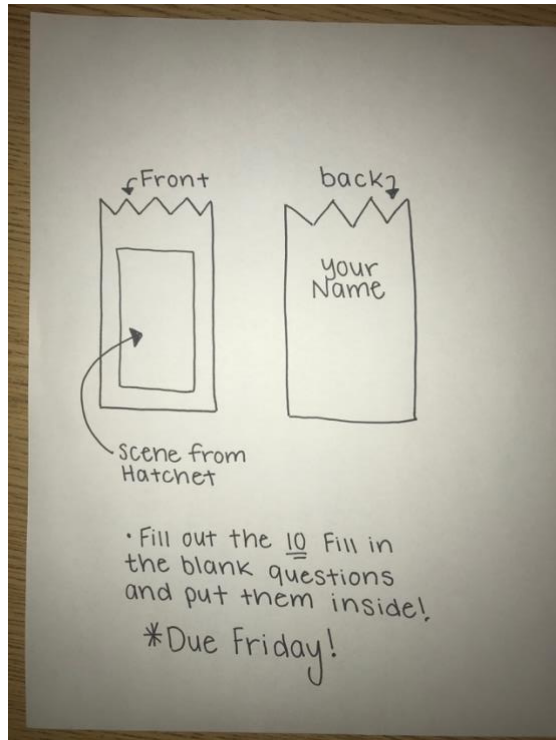
Materials to pass out to the students:
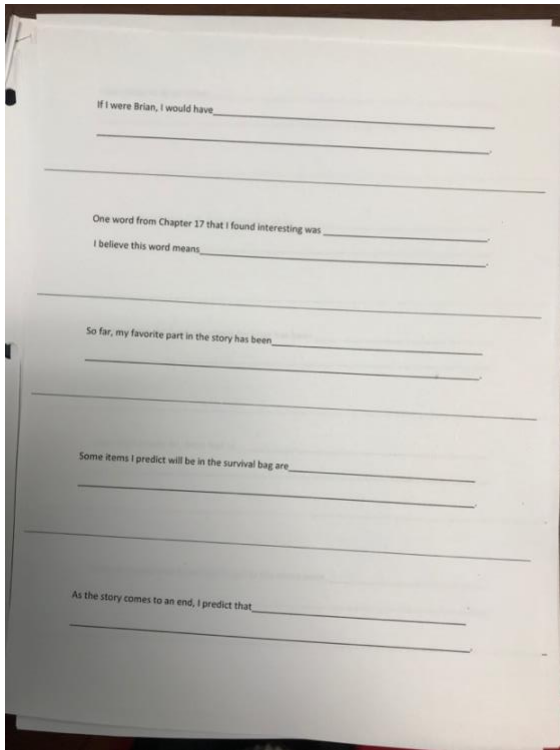
| Fill in the blank sheets | Blank sheets of paper and paper bags |

Closure (wrap up and transition to next activity):

-Most of the students will not be finished with the project yet so remind them when it is due and that they will be presenting them to the class. Ask the students "what went well?" "what did you enjoy about this project?" "Is this a good way to review the chapter?"

Formative Assessment: (linked to objective, during learning)
- **Progress monitoring throughout lesson (document of student learning, data collection)**

-We will discuss chapter 17 as a whole group to determine if the students are understanding the material
-I will walk around during work time to answer questions and make sure everyone is on task
-I will ask the students to show me if they understand my directions by giving me a thumbs up or thumbs down.

Summative Assessment (linked back to standard, END of learning)

The students will present their projects to the class, by explaining the picture that they drew on the front of their bags and answering 2 questions from the slips.

-At the end of the unit, the students will take a test and work on a class project

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I thought this lesson went really well. The review at the beginning was a great way to get the students thinking before beginning the activity I had planned for them. I was able to explain everything clearly and the students knew exactly what was expected of them. The students loved creating their projects and sharing them with their peers. The students took their time with their cover pages and each drawing was unique in its own way. When sharing the projects with the class, I had the students describe their pictures and pull out 2 random slips from the bag and read their responses. If I were to have more time with my students, I would have liked to make this an interactive activity with their family members. Maybe instead of slips of paper, I could have the students find objects around their house that represent the chapter. Overall, this was a fun activity for the students and it could be done with many different subjects and content areas. You can easily modify this ideas to fit the needs of any learner or any age group. I will definitely do something like this again in the future.