

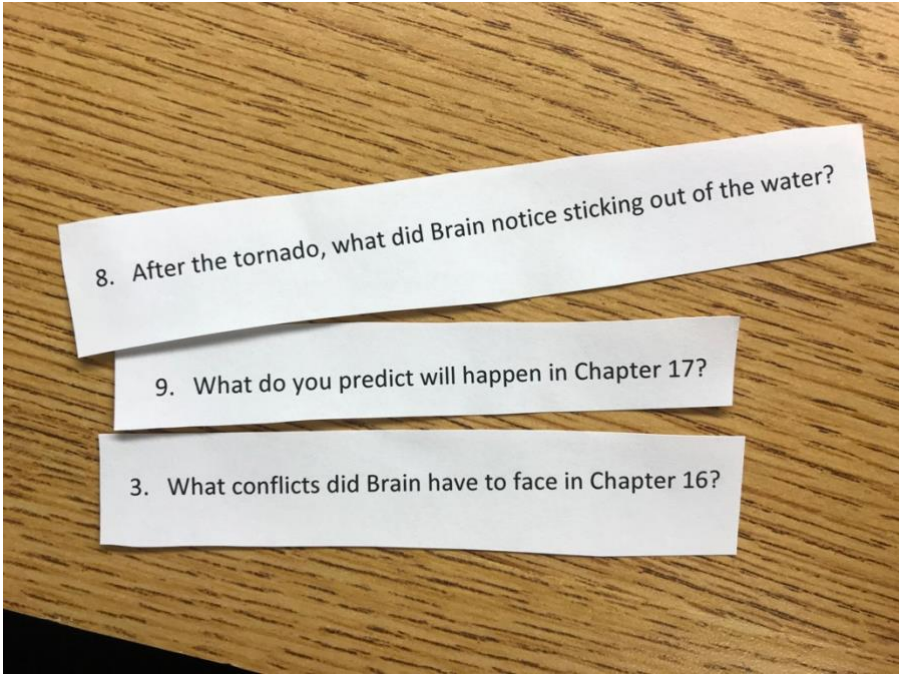
Lesson Plan Template

Date: 10-22-19

Grade: 5 th	Subject: Reading/Language Arts
Materials: Hatchet books, notebooks, pencils, question slips	Technology Needed: n/a
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard 3. RI. 1 Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers. 5. RF. 4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. 5. RL. 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Universal Design for Learning Below Proficiency: The students will be working with partners so they can have someone there to help them when needed. I will also be walking around and helping students in need. Above Proficiency: When reading, students that need a challenge can try and define the interesting words by using context clues. They can also help their partners sound out words while reading. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: I will write directions on the board and the students will read from the books. • Auditory: I will say the directions out loud and the students will read the chapter out loud to a partner. • Kinesthetic: Students will be able to move around to find their partners and will be given the option to sit anywhere that helps them succeed. • Tactile : Using books, and passing out question slips for the students to hold
Objectives By the end of the lesson, the students will review previous learning and make connections in a story, by working with partners and together reading a chapter in the story Hatchet. Bloom's Taxonomy Cognitive Level: Knowledge, Comprehension	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) Students are expected to follow the directions, be respectful to their partners, and listen when other classmates are presenting.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will work in a large group by sitting in their assigned desks and then will break into partner work by following the directions and doing what is asked.	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) Students are expected to follow the directions, be respectful to their partners, and listen when other classmates are presenting.
Minutes	Procedures
2	Set-up/Prep before lesson: -Have question slips ready. -Make sure there are enough books available for every student.

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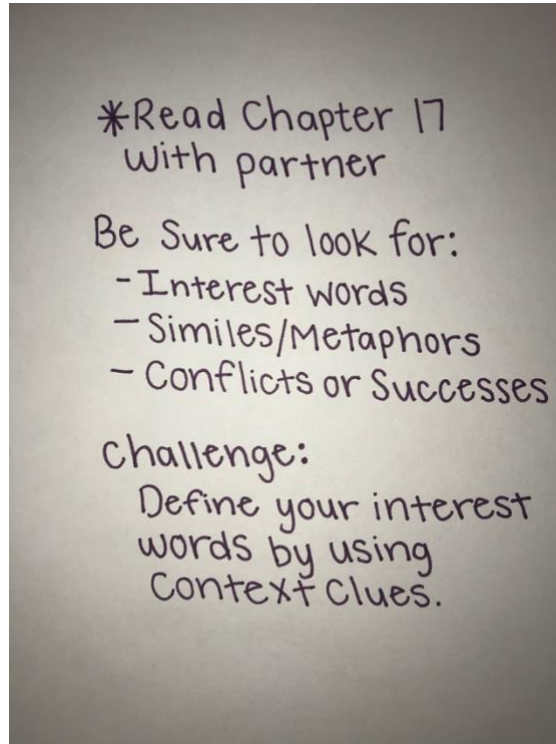
<p>3</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none">-Begin by stating “Class Class” (the students will then reply with “Yes Yes”) to get the student’s attention.-Say “Please get out your notebooks and Hatchet books and then sit quietly at your desks so I know that you are ready to begin”.-Once the students are ready, you can begin the review of the previous chapter from the book Hatchet.-Pass out the question slips and say “We are going to review chapter 16 before moving on. Right now I am passing out some questions and please make sure not to show any of your neighbors the one that get”. <p>Examples of questions from the slips:</p> 
<p>10</p>	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none">-Once the slips are all passed out, you can begin the review of chapter 16.-“Okay class, so let’s review chapter 16 before reading the next chapter. Each of you have a question with a partner somewhere in the room that has the exact same question as you. When I say go, I want you to quietly find your partner, sit down and answer the question that you have together. Does everyone understand what I want you to do? Okay. Ready, set, go”.-Give the students time to find their partners and talk about the answers. While this is happening write the directions on the board for the next activity.-When it is time to move on say “if you can hear me clap 3 times” and continue with this until all the students are focused in.-Have the different groups share their questions and answers to the class beginning with question #1. Allow other students to share their opinions as well.-“How do we feel about chapter 16? Give me a thumbs up, down, or to the side”
<p>15</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none">-After the review, have the students read chapter. 17 with their same partners.-Have the students pay attention to interesting words, similes/metaphors, conflicts, and successes that they find throughout the chapter and have them write these in their notebooks. (Make sure these are written on the board so the students can see what to look for). This helps them to make connections while reading the chapter.-For students that need a challenge give them the option to try and define the interest words by using context clues.

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-Ask "when we find interesting words, how can we determine the meaning of them?" "Can anybody explain the difference between a simile and a metaphor for us?"

What will be on the board for the students during reading time:



5

Closure (wrap up and transition to next activity):

- After the students read the chapter, discuss what they read and what they found from reading.
- Ask students to volunteer and summarize the chapter, talk about the conflicts, and successes that Brian had.

Formative Assessment: (linked to objective, during learning)

- **Progress monitoring throughout lesson (document of student learning, data collection)**

-I will walk around the class during reading time to make sure the students are understanding the material and staying on task.

-Check for understanding when asking the students to give a thumbs up or thumbs down.

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

-Having the students present their questions to the class and sharing their answers will show me what they've learned from the previous chapter.

-Having a group discussion

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

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We are getting towards the end of the book Hatchet and the students have absolutely loved reading it. Today we started with a review activity relating to what they read the day before. After the review, the students broke off into pairs and read the next chapter together. The students enjoyed working with partners throughout the lesson and I was pleasantly surprised with how well they worked together, especially since they didn't get to choose their partners. One thing I did well was incorporate a lot of movement into the lesson. The students began at their desks, then had to move around to find their partners. I also had them sit up by the whiteboard when presenting their questions to each other. From there, the students took turns reading chapter 17 with their partner, where they spread out around the classroom. I believe I also did a good job incorporating the different learning preferences in way where all the students could find success with this lesson. One thing I would like to improve on is getting the student's attention and finding new methods to use when doing so. I also think I need to practice how I open and close the lesson, in order to make it all come together in a more organized way. We will continue with this lesson tomorrow, by reviewing what the students read and we'll also start working on a fun project. On Friday, the students will present their projects to the class and I will be able to check their understanding and see what they learned this week. I'm glad that Mrs. Hager got to see this lesson and I enjoyed getting feedback from her. This will help me to improve my future lessons and continue to grow as an educator.