

## Lesson Plan Template

<b>Grade:</b> 3 <sup>rd</sup> Grade	<b>Subject:</b> ELA Reading
<b>Materials:</b> Posters/Textbooks	<b>Technology Needed:</b> N/a
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> <b>Discussion/Debate</b> <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> <b>Modeling</b> <input type="checkbox"/> Other (list)	<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> <b>Imitation/Repeat/Mimic</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• <a href="#">ELA-03.RL.01</a> Ask and answer questions to Demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• <a href="#">ELA-03.SL.03</a> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• <a href="#">ELA-03.SL.04</a> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> </ul>	<b>Differentiation</b> <b>Below Proficiency:</b> <b>Connect to a topic that they enjoy, real life examples</b>  <b>Above Proficiency:</b> <b>Give students a new topic to research, distinguish between and come up with facts and opinion.</b>  <b>Approaching/Emerging Proficiency:</b> <b>Connect to a topic that they enjoy as well</b>  <b>Modalities/Learning Preferences:</b> <b>Visual/Auditory</b>
<b>Objective(s)</b>  Students will: <ul style="list-style-type: none"> <li>- Identify facts and opinions in that passage</li> <li>- Identify and use signal words that show us opinion</li> <li>- Use academic sentence structure to discuss strategies</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> <b>Knowledge</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- <b>While reading through the story, students will gather in a large group area</b></li> <li>- <b>Voice level of 0 while others are speaking</b></li> <li>- <b>Raise your hands to speak</b></li> <li>- <b>After explain portion, move to desks</b></li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <b>Students will show respect for persons by not talking while others are speaking.</b> <b>Students will write down facts vs. opinions on mini T-chart</b>
<b>Minutes</b>	<b>Procedures</b>
	<b>Set-up/Prep:</b> <b>Cover clues/answers on poster, have students take out their textbooks</b>
<b>3 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <i>“Who likes maple syrup? What are some things that you eat maple syrup on?”</i>
<b>15</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Read the text aloud with the students. <i>“yesterday when we were looking at the Monarch Butterflies poster we reviewed and thought about its part to help us understand what the photograph showed. When we don't understand a part of what we study, we review it and think about the content to fix the problem. I'll walk you through how I do this. “</i> <i>Read the first paragraph on the poster;</i> <i>Use the think aloud strategy:</i> In the first paragraph, I didn't understand what tasty treats have to do with sugar maples. Then I thought about the pancakes I had for breakfast. I put maple syrup on them, and they were delicious. I think maple syrup is a tasty treat that sugar maples provide. I'll look for facts about maple tress to see if I am correct. <i>Reread paragraphs 2 and 3</i> <i>Use the think aloud strategy: I'm not sure I understand why the author wrote about what happens to sugar maples in the different seasons. I'll reread them, distinguish the facts from the opinions and then study the facts and think about how they are related. We can read that in summer the tree makes and stores food. The leaves of the tree make the food. In the next paragraph we read that the leaves fall off the tree in the fall. I can relate this fact to facts about leaves making food. Without leaves the tree cannot make</i>

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	<p>any more food. The tree now has stored food. Then I read that trees are dormant in winter. I think these paragraphs are about the food the maple makes and stores as sugar sap. The sugar sap must have something to do with the tasty treat the maple provides. I'll have to read on to find out.</p> <p><i>Reread the last paragraph</i>  <i>Use the think aloud strategy:</i></p> <p>This paragraph includes facts explaining that in spring the maple uses stored sap as food for new leaves. It also explains that people collect some of the sap and make maple syrup with it. Now I understand why the author wrote about the maple in different seasons. They help explain how sap becomes available for people to use, and I know that maple syrup is the tasty treat the first paragraph mentioned. Referring to maple syrup as a tasty treat is one opinion I can agree with.</p>
<p style="text-align: center;"><b>10</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Now you are going to get out a piece of paper and create a t-chart like I did on the board. You are going to write down facts and opinions in the correct column on your paper. I will give you 5 minutes to individually brainstorm facts and opinions and then we will take some of your ideas, write them on the board, and compare with what I have written.</p>
<p style="text-align: center;"><b>5</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>“ How does identifying facts and opinions help you understand what you are reading?”  “ How do signal words help you identify opinions?”  “ How will you use what we have practiced today when you read on your own?”</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p><b>Check for understanding using the red,yellow,green method.</b>  <b>Look at student papers during brainstorming session.</b></p> <p><b>Check for comprehension from the student by introducing real-world opinions vs fact scenarios</b>  <b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>  <b>The students will hand in the paper they drew the t-chart on</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p><b>More technology</b></p> <ul style="list-style-type: none"> <li>- In the future I would like to include more technology in the lesson, whether it be through the use of the smartboard or through the use of the student computers. For this lesson in particular, it would have been helpful to display the passage on the board and read through it with the class. I ended up walking around with the poster which was helpful in our current Covid world, but I would like to see how the class would go using more tech.</li> </ul> <p><b>Felt repetitive -with new things</b></p> <ul style="list-style-type: none"> <li>- Directly after teaching the lesson, I was talking to my teacher and I mentioned how it felt like I was repeating myself over and over again. I didn't want to lose the engagement of the kids, but I was also trying to take it slow enough that the students would be able to follow along, since this is a new topic for them. My teacher reminded me that repetition is not necessarily bad, particularly when teaching a new concept.</li> </ul> <p><b>Fact vs. opinion</b></p> <ul style="list-style-type: none"> <li>- It was important to me that the students finish the lesson with a clear idea of what fact and opinion were, so as a class they came up with (teacher-approved) definitions that we made a little chant out of. We first wrote down the definitions of each concept on the board, and then did the chant. I kept testing them on the chant throughout the rest of the lesson and it appeared to be successful, because they did remember it in another lesson that I taught the next week.</li> </ul> <p><b>Walrus Fact vs. opinion, in the future use broad topic like pizza</b></p> <ul style="list-style-type: none"> <li>- When we were finished with the reading part, we still had time left and I wanted to see how well the students understood the difference between fact and opinion. After creating the chant and working on that for a few minutes, we picked a random topic (walrus) and drew a t-chart on the board with facts on one side and opinions on the other. Then as a way to increase student engagement and volunteering information, I told the students that for each fact or opinion that they gave me to put on the board, I would draw a new piece of a picture (spoiler alert: it was a walrus). The students loved this, and I went from having students who were still slightly hesitant to give me answers as a new teacher in the classroom to having 5-8 hands up in the air at all times, and I was able to include the quieter ones in the classroom as well. In the future, I would use a similar strategy but with a broader topic to help them relate to the concept of the lesson, whether it be pizza, Pokémon, or video games. My teacher mentioned that when trying to</li> </ul>	

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help students who are struggling with the concept, it is extremely beneficial to relate the material to something that they are interested in. This allows the student to take a new concept and apply to current schema, giving the new information something to tie to instead of just being organized into the mental box of "Things I don't understand." I was able to see some of these connections being made, particularly during the walrus portion and want to keep seeing that in the future.

Practicum Student: Andrea Mettler

Supervising Teacher Signature: \_\_\_\_\_

A handwritten signature in black ink that reads "Amy Elliott". The signature is written in a cursive style and is positioned over a horizontal line that serves as a signature line.

## Sugar Maple Trees

What is your favorite tree? Many people think sugar maples are the best! Not only are the trees beautiful, but they provide a tasty treat.

In summer, large green leaves capture lots of sunlight. The leaves use the sunlight to make food for the tree. The tree then stores any extra food as sugar sap in its trunk.

In autumn, the leaves turn a bright red, orange, and yellow before they fall off the tree. During the winter, the tree is dormant, or at rest.

In spring, the sugar maple starts growing new leaves. Since the new leaves need food, the sugar sap begins to flow inside the trunk. People can collect the sap and use it to make maple syrup. Maple syrup is delicious on pancakes!

