

Lesson Plan Template

Date: 10/29/18

Grade: 4		Subject: Reading	
Materials: PowerPoint, Paper, Something to Write with, Textbooks		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.RI. 2- Determine the main idea of a text and explain how it is supported by key details.		Differentiation Below Proficiency: Apply a feature to a fairy tale they know Above Proficiency: Identify which part of a story the feature is in Approaching/Emerging Proficiency: Apply the features of a fairy tale to "The Dragon and the Prince" Modalities/Learning Preferences: Visual, Verbal, Interpersonal, Musical	
Objective(s) Students will demonstrate prior knowledge about fairy tales by answering genre-specific questions by the end of the lesson. Students will discuss and analyze "The Dragon and the Prince" by the end of the lesson. Students will be able to identify the features of a fairy tale by the end of the lesson.			
Bloom's Taxonomy Cognitive Level: Understanding, Analyzing, Creating			
Classroom Management- (grouping(s), movement/transitions, etc.) Students should be instructed to take out a piece of paper and their textbook before the activity begins. They will take these materials with them as they move. Students will be allowed to choose their partner each time. They can choose anyone as long as they do not have the same partner twice. The students will be allowed to start their discussion when I play the music. Once the music stops, it will indicate that it is time for the students to listen and pay attention. Once the students are ready and listening, I will allow time for large group discussion. Partners will raise their hand to indicate that they want to share what they discussed with the large group.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) If a student is asked to be someone's partner, they should accept the offer. Students need to be respectful of each other. Students should stay on topic when they are discussing with their partners. They should find a new partner quickly and start discussing. However, there is no running. Students should raise their hand if they want to share. Students will stop discussing and get ready to listen when the music is turned off. Students should use appropriate inside voices when repeating the features of a fairy tale. If the students can not handle moving around, they will be warned once. If the behavior continues, the student will be asked to sit out.	
Minutes	Procedures		
10	Set-up/Prep: Prepare the Powerpoint, Have students get their textbooks out, Prepare Music from Common Fairy Tales to play during partner collaboration,		
5	Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. Have any of you seen Beauty and the Beast? 2. Have any of you heard of Hansel and Gretel? 3. What kind of stories are these? Fairy Tales 4. Please take out a piece of paper. 5. I will give you one minute to write down as many fairy tales as you can think of. I will give you a hint: I already gave you two. 6. Stop students after a minute 7. "When we are all done, I am going to have you go back to your papers and again think of as many fairy tales as you can in another minute. At this time, you will be able to cross out anything you wrote the first time that you no longer think is a fairy tale." 8. There is going to be a lot of movement during this Powerpoint. Each time I ask you a question. You are going to get up and find a new partner to discuss your response with. When I turn the music off, it will indicate it is time to be quiet. Once I see everyone's eyes on me with their voices off, I will ask a few pairs to tell me their answers, and we will go over them as a group. 		
15	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. Go through PowerPoint Slides 2. Please find your first partner, a place to sit and discuss what you think a fairy tale is. Remember when you hear the music stop, it is time to listen. (Stop music after a couple minutes) 3. Ask a few partners to share their responses. Discuss as a large group. 4. Please to find a different partner, a place to sit and discuss what you think is the purpose of a fairy tale. (Stop music after 		

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		<p>a couple minutes)</p> <ol style="list-style-type: none"> 5. Ask a few partners to share their responses. Discuss as a large group. 6. Please find a different partner, a place to sit and discuss how you would read a fairy tale. (Stop music after a couple minutes) 7. Ask a few partners to share their responses. Discuss as a large group. 8. Please find another new partner, a place to sit and discuss who write a fairy tale. (Stop music after a couple minutes) 9. Ask a few partners to share their responses. Discuss as a large group. 10. Now, we are going to discuss the features of a fairy tale. Have students repeat each feature after you say it. 11. Discuss the features as a large group
10		<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. I am going to read “The Dragon and the Prince.” While I am reading I want you to follow along in your textbooks and look for these features and be able to tell me where the feature is in the text. 2. Go through each feature have the students give you a thumbs up if they think the feature is in the text and down if they do not. 3. See if a student can tell you where the feature is located in the story. 4. Discuss the features in the text and where they are located as a large group. 5. The partner you are with right now is going to be your team for the next activity. 6. You and your partner are going to look at your pieces of paper and come up with as many fairy tales as you can together. 7. Each fairy tale only counts as one even if you and your partner both already have it. You only have one minute. Go!
5		<p>Review (wrap up and transition to the next activity):</p> <ol style="list-style-type: none"> 1. Have the students share a fairy tale that they know. 2. See how big of a list you can make as a class. 3. If it is not a fairy tale, go over why it is not a fairy tale. 4. Have the students repeat the features of a fairy tale again. 5. Have students go back to their desk and get ready for the next activity.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Monitoring the students while they respond to a feature being in the story. Listen to the students during their think-pair-share for the discussion of the questions.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Have students read a fairy tale and identify which part of the story contains each feature.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I really enjoyed doing this activity with the kids and did not have any trouble with their behavior. This really indicated that the students were engaged and excited about the lesson. I was worried with so much movement the students would get out of control, but I was wrong. With the instructions that they were given the students knew exactly what their expectations were. These students were very well behaved and engaged in the content. They knew that it was time to pay attention when the music stopped. It was great to see how simple it was to get your students attention without having to say anything. I was really glad that I decided to use Beauty and the Beast as an example. The students were really familiar with it because of the new version of the movie that recently came out. I was surprised to see that there was not a single student who had not seen the movie. When we talked about Hansel and Gretel, the students did not recognize the fairy tale by name but a lot of them had heard the story after I explained it. When I asked the students to write down as many fairy tales as they knew, there were some students that had around 10 fairy tales written on their paper. I did not check if they had them all correct at this time, but I know a lot of the girls used most of the princess moves. The students were bummed that I did not check their papers right away and were eager to see who had the most and if the ones that they had were correct. I have taught some of the other genres in the past, and I was excited to see the students know a lot more about fairy tales than for example biographies. It was almost like the students had already learned the information, but it allowed for very high student participation and engagement. All of the students were eager to share some of the conversations they had with their partners. These students even went more in depth than I had expected. I did not have to worry about students fighting over a partner or not excepting one of their peers. I was really glad to see how excepting they were and the respect that they showed each other and me throughout this lesson. I also did not have to worry about the students taking too much time to find a partner which allowed for more time to discuss as a class. The students really enjoyed the PowerPoint that I created, and they said that the visuals really helped them when they were thinking of fairy tales they already knew. I was concerned that a student might get discouraged or upset because they did not have a lot of fairy tales compared to the rest of the class. However, when I partnered them up, each student had at least 5. This is a concern for me if I teach the lesson in the future. However, I think I could solve this by pairing them with a student that is very knowledgeable about fairy tales. If the movement became a problem in the future, I would choose one partner for each student and have them discuss with that partner throughout</p>		

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the whole lesson. The students did really good with the story that I read. I had a lot of hands raised to identify where the features were in the text. Most of the students knew that all of the features could be found in the story. The students that had their thumb down a couple times said that they wanted to put their thumbs up but they did not think that the answer would be all of them, so they put their thumb down. I think that a lot of students question themselves when you give them an option and all of the answers go the same way. It is kind of like having true or false on a test and all of the answers being true. If I did this lesson again, I would consider allowing the students to research whether what they wrote is a fairy tale or not before discussing as a whole class. This brings technology into the lesson and allows the students to feel confident in their answer when they are sharing with the class.