

Lesson Plan Template

Date: 11/27/18

Grade: 4	Subject: Reading
Materials: PowerPoint, EXPO markers, name sticks, summary exit slip, pencil	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input 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 type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 4.RI.1 Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	Differentiation Below Proficiency: Go through a fluent read together. Teacher asks them the questions and thinks out loud before having the students do it on their own. Above Proficiency: After the lesson, encourage these students to work on summarizing their read to self books. Approaching/Emerging Proficiency: Answer the questions to help summarize the information. Use the answers to create a summary that is one to two sentences. Modalities/Learning Preferences: Interpersonal, Verbal-Linguistic, Visual- Spatial
Objective(s) By the end of the lesson, students will be able to demonstrate how to summarize the big ideas in a passage to express what it is all about by discussing with a partner. By the end of the lesson, students will be able to identify the key questions to ask themselves when writing a summary by listening to the teacher and trying it with a partner. By the end of the lesson, students will be able to explain what a summary is and how to do it by completing their exit slip.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) Students should include everyone in their discussion. If someone does not have, students should welcome them into their group. Students should use their inside voices well discussing with their partners. Students should stay on topic while they are talking to their partners. Students should keep their hands and feet to themselves while sitting by each other. When the teacher is talking, the students should be listening for their instructions. If a student does not hear the teacher, they should respond by watching the other students react. Students should use each other as a resource when they are using their exit slip, but they should not have the exact same thing as their neighbor. Students are expected to do their own work, but they can collaborate with others if they get stuck and have a question.
Bloom's Taxonomy Cognitive Level: Understanding, Applying Classroom Management- (grouping(s), movement/transitions, etc.) Hand out students exit slips before students come to sit in front of the board for the lesson. Students will partner with the people next to them for discussions throughout the PowerPoint. Since there are 23 students in the classroom, there will be a group of three. The teacher will give students prompts to come back together when they are ready to discuss as a class. When students come to the front of the room, they will find their seats quickly and quietly to prepare for discussion and direct instruction. Students will choose another partner when asked, so they can learn from multiple people around them. Students should not discuss with the same partner every time. When students move back to their seats, they will have their paper on their desk and take out a pencil to start working on their exit slip. Students will be able to collaborate with other people around them if they get stuck when they are trying it on their own.	
Minutes	Procedures
1	Set-up/Prep:
Minute	Bring up the PowerPoint, make sure the EXPO markers are by the board, name sticks, Hand out Exit Slips
3	Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. Show the first slide on the board 2. Ask the students what the quote in the picture means to them and how it may relate to summarizing 3. Allow the students some time to think 4. Quote: "If you can't explain it simply, you don't understand it well enough." -Albert Einstein 5. Allow the students time to discuss with a partner 6. I am going to have you come back to me in 3,2,1. 7. Call on students that are willing to share. If there are not enough students willing to share, pull a name stick.
15	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. The teacher will have the students discuss with a different partner what they think a summary is. 2. To get students attention, say "flat tire." Students should respond with "pshhh (sound of a flat tire). 3. The teacher will create a list of the student's responses. 4. As a class, go over what a summary is and adjust the list accordingly 5. Key points and big ideas in a story: a summary does not contain specific details 6. Not a retelling of the story: you are not telling the story again exactly how it was written

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	<ol style="list-style-type: none"> 7. In your own words: for right now your summaries should not include direct quotes from the story. As you get older and your summaries get longer, you may include a direct quote or two, but for the most part, summaries will be in your own words 8. Short: Since summaries are not a complete retelling of the story they should be a lot shorter than the story that is written 9. When details are included they are required for others to understand the story. They are relevant and significant for explaining the big ideas. 10. These questions can help you write your summaries especially as they get bigger. They will help guide you to the main idea of the story. 11. Who: Who is this happening to in the story? 12. What: What is happening in the story? 13. When: When is it happening in the story? 14. Where: Where is it happening in the story? 15. Why: Why is it happening? 16. How: How did it happen? 17. These questions do not all need to be answered in your summary right now, but they can help guide you to the main idea of the story. 18. "Now that I have told you what a summary should include, it is important that you also know what not to include in a summary." 19. From what you already know: turn to your partner and tell them at least one thing that should not be included in a summary. 20. Next to the list of what a summary is, list what should not be included in the summary 21. Go over the steps for summarizing as a class.
5	<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. Have students read the story on the board. 2. Go through the steps of summarizing as a class. 3. Talk through the process out loud, so the students understand how to do it. 4. Create a graphic organizer: explain to the students that this step is important because if you cannot find details to support the main idea, you may have to change the main idea 5. Cross out any unnecessary information 6. Change it into your own words 7. Create your summary 8. Go over the good vs. bad summary 9. "Thumbs up if you feel comfortable with this process."
2	<p>Review (wrap up and transition to the next activity):</p> <p>As an exit slip, I would like you to summarize the next story on your own using the steps that we took. Please go back to your desks and start working on the exit slip that I handed out at the beginning of the lesson. Write your name on it and turn it in when you are done. You can collaborate with your neighbors and ask them questions if you are stuck. Remember that this is our first day going over it, you are not supposed to be experts.</p>
<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>Students will turn in their exit slips at the end of the lesson to check their understanding of summarizing after today. Students should use the method we used in class to put their thoughts together.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Give the students a couple of larger stories. Have them write a summary for each. If they need to use the graphic organizer to help them, they can show their work on the paper.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Handing out the exit slips before I had the students find a seat at the front of the room allowed for a quick and effective transition. The students were not holding their papers and looking over them during the direct instruction. Their full attention was on the lesson and what was going to be taught in front of them. However, it also allowed them to get a quick glance at what they were eventually going to do. These students came up with a ton of great ideas about what the quote means to them and how it relates to the lesson about summarizing. I reflected on what this quote meant to me and how I connect it to summarizing by telling the students if they truly understand a story, they should be able to explain it to a student that is younger or has not read the story yet. I was able to connect this to the students' kindergarten buddies. I quickly got the student attention by giving them a clue which resulting in them immediately turning their bodies and directing their attention back to the front. After we discussed the quote, I flipped the slide to "what is a summary?" The students were given another</p>	

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opportunity to talk to each other about their prior knowledge about a summary. The students were able to list a lot of the features that I included in what a summary was. At first, I thought that having two turn and talks very close to each other could get the students off track or make the lesson less effective, but I was glad to be wrong. The students were very interested in talking to each other about summarizing and did a fantastic job of staying on topic. As I explained to the students what a summary is, we reached the point where we talked about a direct quote. I realized that the students had never heard this term before and thought of it more as plagiarism. I explained to them that a direct quote is not always plagiarism if you include quotation marks and give credit to the author. This quickly resulted in a lot of questions about plagiarism and what that looks like. Just as quickly as the questions arose, I led the students back to the correct track. I told these students that I could answer their questions after the lesson, but for now, I would like to stay on track with summarizing so that the other students are not confused during the lesson. The questions words were very helpful to the students. Although I did not spend a large amount of time explaining them, the students understood how they could use them to help with the quick explanation. This was an area of the lesson that was important to address but could have easily been overdone by explaining it in too much detail. I explained to the students that they will not be answering every question in the summaries they are creating, but the questions will help guide them. I also mentioned that the questions can help a lot when writing longer summaries as they get older. I expected the students to get a little wiggly at this time so I incorporated another turn and talk to redirect their attention and help them refocus. The students were able to use information that we had already talked about to explain to their neighbor what they should not include in a summary. Although this slide seemed very important, I can see where it could cause confusion for some students. Next time, I am going to try to focus on what a summary is before telling the students what it should not include. These students seemed to do fairly well with it, but I also included most of the information prior to talking about it on this slide. To reinforce what a summary is, I added the steps of a summary on the next slide. This gave the students steps to follow while they are creating a summary. When it was time for us to practice, I wrote a graphic organizer up on the board. It was just like the one that I had on the students' exit sheets. I talked through the information and how the organizer can help you get your thoughts down. We also went over what a good summary looks vs a bad summary. The students were able to pick out the good one fairly quickly. They were also able to pick out parts of the bad summary that makes it less effective. This was extremely exciting to see. In my examples, I connected the stories to my own life which made some of the students very excited. After going through an example and showing them exactly what I expected, I allowed them to go back to their desk and do the next one on their exit slip. During this time, I allowed the students to collaborate with their neighbors while working on the graphic organizers and if they were still stuck, they were able to ask me questions as well. However, the students had to write their summaries on their own. I thought this would be a good closure to my lesson, but I realized that the students might have needed a little more. Next time, I would like to talk to the students about times in their life when they may already be using or could use a summary. For example, when a student goes home and tells their parents what they did at school that day, they summarize their day. They do not include little details such as at 8:30, I ate a snack or at 9:30, I washed my hands. I thought that this lesson went really well and found some areas I could improve on the next time that I taught it.