

# Lesson Plan Template

Date: March 13, 2018

<b>Grade:</b> 4		<b>Subject:</b> Language Arts	
<b>Materials:</b> short stories, sticky note covers		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <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) <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <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:	
<b>Standard</b> 4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. <input type="checkbox"/> b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)		<b>Differentiation</b> The students will be partnered with someone at or near their reading level. The sentence sheet and formative assessment reading passage will also match the reading level of each student. <b>There will be three different stories (one for each level: below proficient, emerging proficient, and above proficient). Once students are paired, they will receive the story appropriate for their level.</b>  <b>Modalities/Learning Preferences:</b> <b>Visual:</b> Reading and rereading the sentence sheet and passage. <b>Auditory:</b> read-to-self phones will help them hear and practice their voice tones. <b>Kinesthetic:</b> while working with their partner, they can sit anywhere in the room that is comfortable for them. They will also be able to manipulate	
<b>Objective(s)</b> By the end of the lesson, students will read with appropriate voice inflections by checking the punctuation at the end of each sentence and applying the appropriate tone of voice.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Since they will be working with partners during the activity, they must keep their voice levels at a level one so their neighbors are not distracted. I will have the same expectation when they are using their read-to-self phones.	
<b>Bloom's Taxonomy Cognitive Level:</b> Apply			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will work in partners during the short story activity. They are allowed to sit anywhere in the room so that it is comfortable for them.		<b>Minutes</b> <b>Procedures</b>	
0	<b>Set-up/Prep:</b> I will have <del>two</del> different short stories printed off. One for me to read for the opening activity and one for the students to read with their partners. <b>I will have four stories printed. One for me to read and three different stories to be able to hand each pairing a story that is appropriate for their level.</b>		
5-7	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> I will greet the students and begin the lesson in a monotone voice and read half of a short story using the same voice. I will pause halfway through the story and ask if they think the story is exciting or boring. "Do you think the way I am reading has anything to do with that? I'm using a very flat, robotic voice so let's see if I can change that and make it more exciting!" I will read the rest of the story with a wide range of voice inflections, going over the top so they can really hear the differences. At the end of the story I will ask how changing my voice made the rest of the story more fun to listen to.		
3-5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> "How did I know to change my voice throughout the story?" We will then discuss punctuation and how different marks tell us to use different voice tones. I will draw the three punctuation marks we will be discussing on the board. "When you are reading a book or a passage, it is a good idea to look ahead at the end of the sentence to see which punctuation mark is there. Then you will know which voice to use when you start reading that sentence. When you see a period, you will use your regular voice and briefly pause at the end before starting your next sentence. When you see a question mark, you have to raise your voice to show you are asking a question. When you see an exclamation point, you should put more emotion into your voice to show you are mad, happy, or shouting something." After each of these explanations, I would offer an example sentence before explaining the next punctuation voice tone.		

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8	<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>I will give each student a partner and each pair will get a short story with sticky notes covering the punctuation at the end of each sentence. "You are going to work with your partners to improve your voice tones for different types of punctuation. First, I want you to both read the sentence aloud using a robot voice. Then you can remove the first sticky note and reread the sentence aloud with your partner using the appropriate tone. If your voices don't sound similar, figure out what changes need to be made so you both match the punctuation mark. You will work your way through this story one sentence at a time, but it is important to make sure you and your partner's voices sound similar before you move to the next sentence."</p>	
2	<p><b>Review (wrap up and transition to next activity):</b></p> <p>"If I see a question mark, what should my voice sound like? How should my voice change between a period and an exclamation point?"</p> <p style="color: red;">I would ask these review questions along with written examples on the board. Students would have the chance to come up to the board and fill in the missing punctuation, helping to keep them engaged to the very end of the lesson.</p>	
	<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>Each student will work independently to fill in the missing punctuation in a short passage. At the end of each sentence, there will be a blank box where students will put a period, question mark, or exclamation point. They will be able to determine this by reading one sentence at a time into their read-to-self phones. We will complete the first box together as a class, so every student will get the first point free. Then they will work independently to complete the rest of the boxes for each sentence in the passage. Once they have filled in every box, they will reread the passage in their phones and to double check their work. They can fix anything they need to and then put it in the turn-in tray.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The students will complete an IXL reading assessment at the end of the week.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>It was a quick lesson, so the students were engaged the entire time. I think if it would have been any longer, they would have lost interest and not wanted to participate anymore. It took just the right amount of time and the students really seemed to enjoy the activity. Starting the lesson by reading a short story to demonstrate the right and wrong way helped captivate their attention right away. While reading the first two paragraphs of "The Clever Fox" in a monotone voice, I got a few strange looks and heard a few giggles, but they were all tuned in as they wondered why I was reading it so strangely since they are used to listening to teachers read with a wide range of expression. Once I paused and asked if they thought it was interesting, their faces brightened because they knew something was up and got to tell me I was doing it wrong. I started the story over and they found the rest of the story very interesting. They were excited that they got to practice it themselves next.</p> <p>The students learned to read with a wider range of voice inflections and to glance at the end of the sentence to check for the type of punctuation before reading the sentence aloud. I know they learned this because I designed the activity to help them practice the skill of checking the punctuation first. They first had to read in a robot voice so there was no right or wrong expression and then they had to remove the sticky note cover before rereading the sentence. By floating around the room, I was also able to check if they were catching on by stopping at each pod and listening to the pairs read a few sentences each.</p> <p>Since Cathedral's older grades rotate, I got to teach this lesson to both fourth grade classes. The first one did not go as well because it was with 4A, which is not my homeroom class, so I was still learning their names and getting to know them. Plus, I got an idea while walking around the room and decided to change the reflection piece at the last second. Rather than just asking review questions, I wrote three voice clue examples on the board and had students come fill in the correct punctuation. The rest of the students then had to put their thumb up or down to agree/disagree with the student's answer. Although it was a split-second decision to make this change, I think it helped wrap up the activity and was more engaging than my initial plan. In the second class of fourth-graders, the lesson went much smoother. First of all, it was my 4B homeroom students who I already had a more established relationship with and knew all of their names. Since I knew them better, I knew if they were paired with an appropriate reading partner, but I had to do quite a bit of guessing when partnering the first class. Secondly, I had already done the lesson that morning, so I felt more prepared to teach it a second time, especially after seeing the students' reaction and being better prepared for the altered review activity.</p>		

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\*\*Careful reflection is important after any lesson to ensure successes and weaknesses are identified to improve and make the next lesson more successful than the last. Red text indicates modifications I would make if I were to teach this lesson again.

Once upon a time, there was a poor widow who had an only son named Jack and a cow named Milky White .

And all they had to live on was the milk the cow gave every morning which they carried to the market and sold .

But one morning, Milky White gave no milk and they didn't know what to do .

“What shall we do ? What shall we do ,” said the widow wringing her hands .

“Cheer up mother ! I'll go and get work somewhere ,” said Jack .

“We've tried that before and nobody would take you,” said his mother . “We must sell Milky White and, with the money, start a shop .

“All right mother,” said Jack . “It's market day today and I'll soon sell Milky White, and then we'll see what we can do .

So he took the cows halter in his hand and off he started .

He hadn't gone far when he met a funny looking old man .

“Are you looking to sell that cow ?” asked the man . “Do you know how many beans make five ?”

“Two in each hand and one in your mouth ,” said Jack as sharp as a needle .

“Here they are, the very beans themselves !”

He went on pulling out of his pocket a number of strange looking beans .

“I don't mind doing a swap with you . Will you give me your cow for these beans ,” he asked .