

**Lesson Plan Template**  
**Date: February 13, 2018**

<b>Grade:</b> 4		<b>Subject:</b> Language Arts	
<b>Materials:</b> Perseus and the Gorgons, student copies, literature pockets, highlighters/yellow crayon		<b>Technology Needed:</b> Chromebooks	
<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"/> Socratic Seminar <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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(s)</b> 4.RI.4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.		<b>Differentiation</b> <b>Below Proficiency:</b> I will highlight the key terms before the lesson for these students, allowing them more time to focus on searching for meaning rather than just locating the words. <b>Above Proficiency:</b> I will challenge these students to identify an additional word or two they do not quite understand in the story and then define them. <b>Approaching/Emerging Proficiency:</b> These students will be find the list of provided words in the text and find their meaning.	
<b>Objective(s)</b> By the end of the lesson, students will be able to determine the meaning the vocabulary words by using context clues. <b>Bloom's Taxonomy Cognitive Level:</b> Application			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> When I say "Class", the students answer with "Yes". I will repeat these steps until I have their attention.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> I will wait for voices to be turned off before continuing with instructions. Students who are doing what is asked of them will be given recognition in order to employ the ripple effect.	
<b>Minutes</b>	<b>Procedures</b>		
5-10	<b>Set-up/Prep:</b> The students will each have a copy of the story and their literature pockets at their desks. Once they all come in from lunch, I will ask them to take out a yellow marker or crayon and leave them on their desk until I give them more instructions.		
2	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> I will begin the lesson by reviewing the information from the last two literature pockets they have completed. "What gods and goddesses did you learn about in those stories? Who were the other main characters in those stories?"		
1	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1. I will tell them we get to begin working on a new literature pocket today. We will begin by reading the story of Perseus and the Gorgons, and the name of main gorgon in this story is Medusa.		
2	2. After I have read the story aloud to the class, I will tell them to pick a partner sitting next to them. With their partner, they will reread the story, but they will highlight the vocabulary words as they read. I will ask, "Fourth graders, what vocabulary words am I talking about? Where do you think you can find a list to help you remember all of them while you read?" They will remove the review page from the back of the packet, which has the list of vocabulary words. "Remember that you and your partner are just rereading the story and highlighting the seven vocabulary words. You do not need to fill out the review sheet yet."		
2	3. Some students will finish sooner than others, so once I see some groups finishing up, I will get the class's attention again to explain what to do next (Back-up plan 1). "If you have finished rereading and highlighting, you and your partner can work on number one on the review sheet. However, I want you to do something a little different than what the directions say. I want you to start on the with the column on the right that says "Phrase from the Myth". Go back and look at your highlighted words. Look at the few words surrounding the vocabulary word. Pick out the important ones and that is what will go in the blank". I will have the first one filled out in my packet to show as an example. "Once you have finished the "Phrase" column, you and your partner can use a computer to find an online thesaurus. Fill in each blank with one or two synonyms that closely match how the vocabulary word was used in the phrase."		
1	4. If any of the students complete all of this and there is time to spare, I will tell them to come to me for further instructions (Back-up plan 2). Students that come to me will have three options: "1. Join a different set of partners and help them if they are stuck, 2. Start working on number two on the review sheet, or 3. Finish decorating your pocket label/bookmark if you ran out of time yesterday or start decorating the images from the story since that will all go in the pocket by the time we are done."		
5	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>		

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<p>7-10</p> <p>7-10 5</p>	<p>1. After giving them a preview of the story, I will read the story to the class while they follow along with the copies at their desks. At the end of each page, I will pause to ask the students a few questions to ensure they are still engaged and understanding the story. (i.e. At the end of the first page, I will ask, "What made the gorgons so scary? Do you think Perseus will be able to complete the evil king's challenge?")</p> <p>2. As the students partner-read and highlight, I will walk around to answer any questions and make sure each group has found and marked all seven words.</p> <p>3. The students will work with their partners to complete the two columns at the top of their review sheet.</p> <p>4. Students who complete all the other tasks will pick from one of three options and work on that task for the remainder of the time.</p>
<p>2-3</p>	<p><b>Review (wrap up and transition to next activity):</b>  As the students pack up their literature pockets, I will ask them quick review questions. "What was the name of the courageous warrior? Whose head did he have to bring to the evil king? What happened to the evil king in the end?" Then I will use their answers to briefly mention tomorrow's lesson about Medusa.</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>Students will turn in their literature pocket books. I will check to make sure all the activities for Pocket 1, including the Perseus story and vocabulary words, have been completed.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>At the end of the week, students will take an IXL reading test on their vocabulary words from Pockets 1 and 2.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>With this being my first lesson, I was pleased with the things that went well. I enjoyed practicing the "Class" followed by "Yes" attention-getter. Although I sometimes had to repeat the call more than once to fully capture their attention, it was a good feeling when all their voices quieted, and their eyes were on me while they waited for the next instructions. Something so simple helped my confidence grow and realize that these students see me as a teacher figure they want to learn from. Another aspect that went well overall was the timing and transition. The first two activities went way faster than I thought they would, and then students began completing the back-up plans with a lot of time remaining. It made me nervous right away, but I am glad I was able to figure out what the problem was a correct it. A large portion of the class went back to the story only to highlight the words but did not take the time to reread it. They also tried to rush through the first column of the review sheet, but as I walked around the room, I corrected these errors and the timing worked out well. Finally, the Valentine's box voting activity was a last-minute idea put together in the morning by the fourth- and fifth-grade teachers. However, I think I adapted the end of my lesson well and smoothly transitioned the students to the voting activity.</p> <p>The students learned how to use context clues from the story to help define their vocabulary words. I know they learned this skill by checking their work on the review sheet as I walked around the room. Some students were not getting it, but I think it was mostly due to confusing some part of the directions. For the students who were truly confused, I spent a little extra time working one-on-one with them. I would sit with them and troubleshoot through one or two examples with them and then let them try the next ones on their own. Some students just wanted me to check their work and I would suggest a few changes and come back later to see if they made those fixes. If their answers were correct right away or they were able to make quick fixes, then I knew they were learning the intended skill.</p> <p>The biggest change I would make is being able to better recognize when I need to stop and wait for their full attention before giving more directions if they are still talking. If they are having side conversations or I am trying to talk over them, they clearly are not hearing the directions, or their neighbor may not be able to hear me. I also recognized positive behavior once, but I want to work on continuing to recognize good behaviors to utilize the ripple effect and inspire other students to mimic their peers' good behaviors. Finally, I want to work harder on incorporating technology. Although my initial plan to use their Chromebooks fell through, I want to continue working on my flexibility and I should have found a different way to fit in technology integration.</p> <p><b>**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.</b></p>	