

Lesson Plan Template

Date: 10/15/20

Grade: 4 th Grade	Subject: Language Arts
Materials: Construction paper Sticky notes Colorful tape Anchor chart Short story	Technology Needed: Computer screen projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" 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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Differentiation Below Proficiency: Having notes and information up on the board Above Proficiency: have student go into more in depth of the parts of plot and where it is at their book Approaching/Emerging Proficiency: Answer any questions student may have. Guiding their understanding Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Map plot on white board / anchor chart • Auditory: reading out loud and discussing the 5 parts of plot • Kinesthetic: Having student come up to the board and place a sticky note on the map plot • Tactile: Creating their very own map plots using their folktale stories
Objective(s) - Student will Identify the plot in folktale story by creating map plot plan by the end of the lesson Bloom's Taxonomy Cognitive Level: Understand, apply, create	
Classroom Management- (grouping(s), movement/transitions, etc.) - Student will stay at their desk during lesson - I will select some to come up to the white board and place a sticky not on map plot - When I must pass out materials for map plotting, I will ask one student to help	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) - Students are expected to raise their hand when they have a comment or a question for the class - No Blurts - during group work students may have quit voices - "No thank you, can we please turn our voices off" - "thank you for being such a great listener and doing it the first time I asked you."
Minutes	Procedures
	Set-up/Prep: - Put up map plot on white board - Place anchor chart up on white board - Have all materials close by? - Have short story pulled up on the board
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) - "Who has been on a roller coast?" Please just raise your hand - "What was your favorite part?"
	Explain: (concepts, procedures, vocabulary, etc.) Anchor Chart: Plot

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	<p>Plot – is a sequence of events that take place in a story</p> <ul style="list-style-type: none">- There is the beginning, middle, and end- Within the plot there is a problem and later comes the solution <p>5 parts of plot-</p> <ol style="list-style-type: none">1. Exposition- This is the introduction. Essential background information of the characters or setting2. Rising Action- Series of events that develop a conflict or problem3. Climax – turning point, the highlight of the story “Like the roller coaster this height of the story where everything builds up and not we are ready to go down” “who likes going down the roller coaster the most, just raise your hands please.”4. Falling Action – The events after the climax that leads to the resolution5. Resolution – The conclusion to the story that reveals the solution to the problem
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">- As a class we will read a short story and together have a map the plot on the white board- Once we finish the story, I will ask the student if they can identify the Exposition within the story- Once we identify the Exposition, I will ask a student to come up to the white board and place a sticky note on the map plot where Exposition belongs- We will continue this process for each part of plot <p>once we have completed our guided practice</p> <ul style="list-style-type: none">- Students will be given construction paper, tape, and sticky note- I will ask student to get their folktale novel out- “Today we are going to create our map plot, just like the one I have created on the board, but you are going to be plotting your folktale stories”- Student will create map with tape and label each part of their plot with sticky notes- With each part they need to include information from the text- Student can follow visual that is up on the board or I also created my own plot map and they can follow that as well
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">- After we identify the 5 parts of plot of our story, we will then do a quick review- I will ask my students, “who can tell me what a plot is?”- “what are the 5 parts of a plot?”- we will then move on creating our own map plots
<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?)<ul style="list-style-type: none">- Observe students as they are engaging in discussion and how they are asking my questions	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">- Will take their map plot to assess their learning and knowledge of the information
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make)</p>	