

Lesson Plan Template

Date: 12/9/20



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| Grade: 4 th | | Subject: English language Arts | |
| Materials: paper Art supplies Pencils | | Technology Needed: Smart board | |
| 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) <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.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. | | Differentiation Below Proficiency: allow student to choose only 3 periods and creating a timeline sheet that has boxes and/or spots for events Above Proficiency: Have students choose two more events within their life Approaching/Emerging Proficiency: Students will take there life experiences and meaningfully events and apply this to a timeline Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Example of timeline as well as video • Auditory: We will discuss what a timeline is and the video will also address this manner • Kinesthetic: student will be able to use art supply to create their timeline they can also creat images to go along with their timeline • Tactile :Student can use what ever art supplies they want to create their timeline | |
| Objective(s) Students will understand how timeline can share information and break down information so we can better understand by creating a timeline and breaking down their life. Bloom's Taxonomy Cognitive Level: Understand, Apply, Create | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Student will raise their hands if they have any questions - "God is god, all times- all time, God is good" - What student are creating timeline they are expected to stay at their desk and keep voices down to a whisper | |
| Classroom Management- (grouping(s), movement/transitions, etc.) - Students will stay at desk during lesson | | | |
| Minutes | Procedures | | |
| | Set-up/Prep: Paper Markers Have video set up on the board | | |
| 4 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) https://youtu.be/o50HA6QTxj0 | | |
| 15 | Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - texture feature (timeline) - a graphic representation of the passage of time as a line - A list of events that take place in chronological order (Who can tell me what chronological order means?) Ex. My life Born in 2000 – kindergarten in 2005 – got my first bike Easter 2006 etc. How can timelines help us interpret and read information? Helps us break down information so we can better organize it visual and in or minds <ul style="list-style-type: none"> - I will show the class the my timeline I have created and we will go over it - I start at the very beginning | | |

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| | <ul style="list-style-type: none"> - The events that happen farther apart have more space between them <p>As a class we will create a timeline of tiny the turtle</p> | |
| 15 | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) "4th grades know that we know about timelines we are going to create our own. Similar to mine but it will contain important and memorable (how can tell me what memorable means?) event of your life and you will map it on a timeline"</p> <ul style="list-style-type: none"> - Student will create a timeline - Timeline will contain at least 5 periods of significant event in their life (Birthdays, favorite Christmas, sibling born, won a trophy, favorite years of school) - Timeline will be creative and contain picture of these events - This timeline will be used later as a graphic organizer to create a biography | |
| 5 | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - As a review student can share their timeline with the class if they would like - Student will highlight some of the major events of their life and where they fell within the timeline | |
| <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"> - While students are creating a timeline I will be walking around the classroom observing and helping student who have questions | | <p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> - At the end of the lesson student will turn in their timeline to be looked over |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>While I was discussing with Miss. Gibbens what she would like me to teach this week she said that they have been going over text features and thought it would be great if I could do a lesson on timelines. One of my struggles was finding a standard that fit a lesson plan on timeline. Miss. Gibbens was able to help and we found a standard that could work. Originally for this timeline I was going to have to have the students create a timeline on Tiny the class turtle I changed my mind. I decided we would do life timelines. This way we could use this timeline in the next lesson when we created our biographies. The video I used was super helpful and it wrapped the lesson up really well. Having an example of my timeline was good for the student because it did give them a few examples to follow and what information they should share as well. I do have a few students that have had some difficult event in their life. So when it was time for them to show me I really wanted to make sure I acted appropriately. Miss. Gibbens also warned me that this would most likely come up within this lesson. The students were expected to only have at least 5 events of their life and I was glad when I saw students adding more.</p> <p>Something that I could have worked on was making sure I had enough content for the time that I was given because I had 5 minutes left. At the point I asked the student to take out work they still needed to complete and work on that. Filling all the time that I have been given is a struggle. Sometimes I go through sections faster than I thought I would or something took longer. I need to be aware of this and be more adaptable as I go.</p> | | |