

## Lesson Plan Template

<b>Grade:</b> 5th	<b>Subject:</b> Reading
<b>Materials:</b> Graphic Organizer, Book	<b>Technology Needed:</b>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> Explain:
<b>Standard(s)</b> RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>Differentiation</b>
<b>Objective(s)</b> By the end of the lesson, students will be able to compare and contrast the biography genre through discussion and evaluation techniques taught in class.	<b>Below Proficiency:</b> I will be able to see if students are below proficiency by how they are participating within the lesson. If the student is struggling to compare and contrast the two stories within the same genre, I will assume they are below proficient.
<b>Bloom's Taxonomy Cognitive Level:</b> Analyze	<b>Above Proficiency:</b> I will be able to see if students are above proficiency by how they are participating within the lesson. If the student is actively participating within the lesson and can accurately compare and contrast the two stories, with ease, the student is most likely above proficiency.
	<b>Approaching/Emerging Proficiency:</b> I will be able to see if students are approaching proficiency by the way that they are participating within the lesson. If the student is fairly active in participating within the lesson and can begin accurately compare and contrast the stories, the student is most likely approaching the proficiency level.
	<b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> For students who are visual learners, we will be visually demonstrating the comparing and contrasting on the board so they can visually see the process.</li> <li>• <b>Auditory:</b> For the students who are auditory learners, I will be talking and discussing the comparing and contrasting of the two stories.</li> <li>• <b>Kinesthetic:</b> For the students who are kinesthetic learners, they are able to use any materials that help them focus and stay on track (writing notes, writing on the board, etc.).</li> <li>• <b>Tactile:</b> For the students who are tactile learners, I will allow them to engage in</li> </ul>

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	activities within the lesson that help them focus.
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>This lesson will take the mode of a discussion and activity base. The students and the teacher will be discussing how the stories are alike and how they are different. The students will be encouraged to raise their hands and share out about the similarities and differences. The students will form discussion groups based upon their seating tables throughout the lesson.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>The students will be expected to be engaged in their discussions in their pods. The students are expected to raise their hands 1-3 times throughout the discussion, depending on their needs. My goal is for one of my students (specific student; ELL) to give 1 comparison/contrast.</p>
<b>Minutes</b>	<b>Procedures</b>
5	<p><b>Set-up/Prep:</b> To set up for this lesson, I will need to gather the printing and lay the graphic organizers on each student's desk. I will also need to have both stories prepared and ready to read for the students. I will need to draw the graphic organizer on the board for the students to refer to.</p>
5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>I will begin the lesson by asking the students what they know about biographies. I will ask them to get up and tell 5 of their classmates what they think a biography is.</p>
8	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>I will ask some students to raise their hands and tell me what they think a biography is. I will listen to their answers and then present them with the definition of a biography. I will explain to them that a factual retelling of another person's life, written by someone else.</p> <p>I will prompt the students to write this in their graphic organizer. I will explain to them what it means to retell a story and reiterate that the retelling is done by someone else.</p>
10-15	<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>The students and I will read a biography on a person who they are interested in. We will discuss the things that were found within the biography and the things that the students thought were essentials to have in biographies. I will ask the students "Why are these stories biographies?" "What are the similarities of these stories?" "What are the differences of these stories?"</p> <p>We will work through these questions together. When we are done answering these questions, we will move into the graphic organizer.</p> <p>We will work together to fill out the organizer by asking questions and probing their knowledge. By the end the graphic organizer will have 6 things filled in:</p> <ol style="list-style-type: none"> <li>1. A biography tells the person's date and place of birth</li> <li>2. A biography tells about the person's family, childhood, and important events</li> <li>3. A biography described the person's personality and characteristics</li> <li>4. A biography quotes the person and/or people who knew the person</li> <li>5. A biography describes the person's impact on the world</li> <li>6. A biography starts with a strong "hook".</li> </ol>
4	<p><b>Review (wrap up and transition to next activity):</b></p> <p>To review this lesson, I will have the students grab small marker boards and write one fact of a biography and one person they want to read a biography on.</p>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <p>I will progress monitor throughout the lesson by observing how many of the students are participating in the discussions and the information they think should go into the biographies. I will also progress monitor by</p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <p>The students will write one fact of a biography and one person they want to read a biography on, thus showing understanding on the concept of biographies.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>

### Lesson Plan Template

looking at their graphic organizers to see how they are doing on taking notes and following along.

**Consideration for Back-up Plan:**

If the students are not showing that they are understanding the material, I will go back and reteach the lesson, or at least the parts that they do not understand.

At the end of the genres unit, the students will have a matching test on the types of genres and facts about them.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan. I had a difficult time finding a method for students to use for the retaining of information. At this point, I am keeping the lesson to incorporate the graphic organizer. This will be changed after more efforts to find something easier for student learning.

I thought this lesson went fairly well. The comparison and contrasts went well, the students were able to dig into depth about the information to compare and contrast. The students learned what a biography is and why we read them. I know that they learned this information because at the end of the lesson, as well as at the end of the day, they were able to recite the information back to me, ensuring that they still had the knowledge of the information that they had learned. The students seemed to be interested but I know that I could have made changes to get them more excited about the information.

I think that I could have made the lesson more engaging by using text that the students related to as well as creating an engaging way to look back on the information. I think that the idea of the graphic organizer was something that was less engaging for the students. I think that the students need to have a way that works for them to remember it. I think that the graphic organizer was a one size fits all type of method, but my students are not a one size fits all type of class. I want to be able to give them an opportunity to choose a type of method that helps them. I think that it is important for the students to be able to look back on the information that was taught, but in a way that works best for them.