Lesson Plan Template
Date: _____

Grade: fifth grade	Subject: English Language Arts
Materials:	**Technology Needed:** Website

Instructional Strategies:

☐ Direct instruction	☐ Peer teaching/collaboration/ cooperative learning
☐ Guided practice	
☐ Socratic Seminar	☐ Visuals/Graphic organizers
☐ Learning Centers	☐ PBL
☐ Lecture	☐ Discussion/Debate
☐ Technology integration	☐ Modeling
☐ Other (list)	

Guided Practices and Concrete Application:

☐ Large group activity	☐ Hands-on
☐ Independent activity	☐ Technology integration
☐ Pairing/collaboration	☐ Imitation/Repeat/Mimic
☐ Simulations/Scenarios	
☐ Other (list)	

Explain:
Students will participate in turn and talks and help answer questions they are asked.

Standard(s)

RI.2.5- Determine two or more main ideas of a text and explain how they are supported by key details.
RI.1.5- Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.

Objective(s)

By the end of the lesson students will be able to determine two or more main ideas of a text and explain how they are supported by key details through summarizing, synthesizing, distinguishing, and assessing with the pie chart.

Bloom's Taxonomy Cognitive Level:
Understanding, Analyzing, Evaluating

Differentiation

Below Proficiency:
Make sure group members are assisting, so that they understand the content.
Above Proficiency:
Prompt them with questions to challenge them.
Approaching/Emerging Proficiency:
Have them talk through their understanding so that they become confident in the answer.
Modalities/Learning Preferences:
- **Visual:** Graphic organizer on the board
- **Auditory:** Read aloud
- **Kinesthetic:** Turn and talk and writing in graphic organizer.
- **Tactile:** Having physical affects on graphic organizer.

Classroom Management- (grouping(s), movement/transitions, etc.)
-Use current classroom management strategies Ms. Hall has in place.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
- Enforce Ms. Hall's behavior expectations.

Minutes	Procedures
1	**Set-up/Prep:** **Day 1** 1. Have powerpoint ready on computer. **Day 2** 2. Have article open on computer https://kidsdiscover.com/quick-reads/meet-the-woman-who-invented-the-automatic-dishwasher/ -inform https://teachers.net/lessons/posts/1129.html - entertain https://kidsdiscover.com/quick-reads/how-colored-crayons-for-kids-were-invented/ - inform Iguana book 3. Print off pie charts
DAY 1- 3 DAY 2- 6	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** **Day 1** 1. "What are five purposes an author uses when writing a text?" 2. Pull out your readers notebook **Day 2**

	1. What is synthesizing? 2. Pass out articles and remind them to use there notes if they need a reminder of what PIE means or if they need help thinking about what synthesizing is. 3. Hand out pie chart worksheets.
DAY 1- 7 **DAY 2- 10 or 15**	**Explain: (concepts, procedures, vocabulary, etc.)** **Day 1** 1. "What is an author doing when they are trying to persuade you?" 2. "What is an author doing when they are trying to inform you?" 3. "What is an author doing when they are trying to entertain you?" 4. "What do you know about summarizing?" 5. Play video about Synthesizing. 6. In your notebook I want you to write down what I have on the board 7. Turn and talk about what synthesizing is and write it down in the synthesizing section. 8. Flat Tire….Students say sshhhhhhh 9. Eyes and hears back on me in 5,4,3…… 10. "What do we think synthesizing is?" 11. I'll write it on the board 12. "Now turn and talk about what summarizing is" 13. Flat tire…….ssshhhhhhh 14. What do we think summarizing is? 15. Write down on board what it is **Day 2** 1. Give students directions for what to do with their PIE charts. 2. Give them 10- 15 minutes to synthesize their article as a pod. 3. Then inform them that I want pod 1 to go with pod 2 and pod 3 to go with pod 4 to discuss what they had for an article and what part of PIE it is a part of.
9	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** **Day 1** 1. Now we are going to 2. Pull up article on the board **https://kidsdiscover.com/quick-reads/fainting-goats-faint/** 3. What is the authors purpose in writing this article? 4. Write down the chart I have on the board. 5. Turn and talk and write a brief summary on the article as a group. 6. Together we will write a summary about the article 7. Together we will make a synthesis about the article 8. "What else do we know about goats?" 9. "Do we know any other animals that freeze up when they are surprised or to avoid danger?" 10. "What do we think the difference between animals who freeze up?" **Day 2** 1. They will explain what their article is about and tell them what they wrote for their synthesis and the other group will ask them questions if they have any or if they think they could add something to their synthesis. 2. Persuade group will meet with inform group 1. Entertain group will meet with inform group 2. 3. Persuade group will meet with inform group 2. Entertain group will meet with inform group 1. 4. Inform group 1 and 2 will meet. 5. They will discuss and realize they have the same part of PIE they will read their synthesis to each other. 6. Persuade and Entertain group will meet and follow what we did the other times they got together. 7.
1	**Review (wrap up and transition to next activity):**

Day 1

1. Now we will transition into reading rotations.

Day 2
1. " I will ask them to read independently once they have finished filling out the chart."

Formative Assessment: (linked to objectives, during learning)	Summative Assessment (linked back to objectives, END of learning)
• **Progress monitoring throughout lesson (how can you document your student's learning?)**	-N/A
Day 1 -Monitor students that frequently answer the questions I ask. -Watch for students that may turn away or are getting distracted this may mean they don't understand the content. -Making sure they are engaged in the turn and talks **Day 2** -Look for group involvement and if they can contribute information to the group. -There worksheet is filled out.	

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

My supervisor said everyone was engaged. She said that she kept waiting for one of the students to say why do we have to do this, but no one did. She said I did an amazing job teaching the lesson and preparing the lesson. If I were to teach this lesson again, I would make the text bigger on the article I had on the powerpoint so the back row would be able to read u better. I would also make sure to only ask for them to share part of the summary they came up with. That way we cold mix multiple students' summaries together and use team effort which is also "we do" to get the students to understand what summarizing is. I also know I need to be more confident when I teach. I tend to get nervous and freeze up when I get in front of people. I need to learn that the students are on my side, and they do not want my lesson to go poorly. They would like the lesson to be beneficial to them. They do not want to get bored. She agreed with me that the only thing I needed to change was the font size on the article. This was the first lesson I have ever taught in a classroom. I was able to gain students attention when I needed it. The students all participated in the turn and talks. I did not have a single student get off task and talk to there neighbor during the first part of this lesson. During the second part of the lesson things were a lot crazier. The students rotated between pods, but I ended up not planning out the rotations correctly. The students got super confused and were all coming up to me at once to ask me questions about what they were supposed to do if they already had a second part of their pie chart filled out. I was able to recover and redirect everyone and make a quick new plan so that students were no longer confused. What I did was I had students just discuss the articles verbally if they already had that part of the pie chart filled out. The students understood the new thing I asked of them, and this helped me to think about what I would do differently for rotating through. Instead of whole huge groups getting together I would just pair up one student from each different group that read the article and have them share aloud in groups of four. This would also help the volume level. Since the students were in such big groups the volume got extremely loud. This did not affect how productive they were because they were still rather productive, but it did make it a little hard to tell if everyone was understanding what they learned. Another thing that I would change about the second part of the lesson is what I do with the kinds of purposes that double up. In the smaller groups I would have them just share their article with one of the people in their four-person group. Then the students would not have to deal with two from the same purpose at the same time.

Cooperating Teacher_____