

Lesson Plan Template
Date: **Wednesday**

Grade: 4th Grade	Subject: English
Materials: Book and computers	Technology Needed: Computers
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <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)	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) RL.4.2 Determine the theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.	Differentiation <p>Below Proficiency: Students who are below proficiency may struggle with their ability to understand the theme of a story as well as finding supporting details in the text. To ensure these learners succeed we will discuss the theme of the text as a class, and they will be partnered up with another student. By hearing a peer talk about supporting details for the theme, it may help the student better understand the material.</p> <p>Above Proficiency: Students who are above proficiency will be able to understand the theme of a story and find supporting details within the text. If some students do not understand these concepts, the students who are above proficiency will be able to help the students who do not understand the concepts through collaboration.</p> <p>Approaching/Emerging Proficiency: Students who re approaching proficiency should be able to understand the theme of a story and find supporting details withing the story. If these students understand the theme of a text and can find supporting details, they may help students who might not understand. If they do not understand the theme of the story and cannot find supporting details, they will be working with another student who may help them understand the concepts better.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will be able to see the book as I am reading it and they will also be able to watch the story again on Storyline Online • Auditory: Students will be able to hear directions and are able to listen to the story once when I am telling it and then as many times as they need to on Storyline Online • Kinesthetic: Students will be able to move from their desks to the front of the room while I am reading the story. They then will be able to either work at their desk with their partner or find another place in the room to work • Tactile: Students will be able to write down their thoughts on the story web
Objective(s) By the end of the lesson students will be able to determine the theme of a story and provide supporting details for theme by creating a story web.	
Classroom Management- (grouping(s), movement/transitions, etc.) Before the lesson I will count down from 5 to gain the attention of the students. I will then ask the students to quietly come sit at the front of the room. Once the story is over and we have finished the class discussion. I will give the students 20 seconds to return to their desk and find their partners. Once the students have their partners they may begin working on the activity. I will give the students a 5-minute warning and then again, a 1-minute warning to finish their thoughts. At the 1-minute warning I will ask the students to return to their desk.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The expectations for the students while reading the story is to sit quietly in the front of the room and listen to the story. During partner discussion the students are expected to actively participate with their partner. The students are expected to participate during their partner activity and are to put in equal effort for the story web. After calling for the attention of the students they are expected to stop talking and have listening ears and their eyes on the teacher.

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I will gain the students attention again by counting down by 5 the close the lesson	
Minutes	Procedures
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> - Hard copy of <i>A Bad Case of the Stripes</i> - Pieces of white paper
5-10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - Raise your hand if any of you have read <i>A Bad Case of the Stripes</i> before? - Raise your hand if you can tell me what a theme is in a story? - A theme is an important idea that is woven throughout a story. The theme is not the plot or the summary, but something deeper. A theme links a big idea about our world with the action of a text. - While we are reading this story, I want you to think about what the theme of the story could be - Read the story
5-7 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - I asked you guys to think about what the theme of the story could be - A theme is an important idea that is throughout the story, it links a big idea about our world with the action of the text. - I want you to turn and talk with someone besides you and discuss what you think the theme is and why - I want you to raise your hand and we will write down possible themes of the story - Possible themes: Identity, Individuality, Peer Pressure, Self-Confidence - Out of all these themes we must find one that we are going to focus on today - This is the one theme that we are going to focus our story web on - I want you guys to go back to your tables and your partner is going to be the person sitting next to you - Pass out white sheets of paper and instruct the students to put their name on one side and flip it over to the blank side and wait for further instructions
10-15 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> - In the middle of your page, I want you to write what we decided was our theme - Now we need to find details in the story that helps to support our theme - I am going to write down the website and book title so you can go back and listen to parts of the story if you cannot remember specific details - Every time you think of a supporting detail that goes along with our theme, I want you to draw a line from the middle circle, write it down then draw a circle around it like this - Once you find all your supporting details, your paper should look something like this - <i>A Bad Case of the Stripes</i> on Storyline Online, https://storylineonline.net/books/a-bad-case-of-stripes/ - You may start working with your partner, but you must have your own paper to turn in once you have finished
2 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> - You can pass your papers to the edge of the desks, and I will come by and collect them - Let's review what a theme is, if you remember what a theme is please raise your hand and let the whole class know - And now we can get ready for our next lesson
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> - I will use the class discussion of the possible themes as a formative assessment to check the students learning and as well as their partner story webs that I will collect at the end of the lesson 	
Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none"> - After the students have completed a group story map the following day students will be read another story and then decide a theme by themselves and think of supporting details and create their own story web 	

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

I was very impressed by how well this lesson went since it was my first lesson. When I showed the students the read aloud, I was doing all the students were excited. This story was a story that the students have heard in the past. The students were actively listening to the read out and were engaged throughout the lesson. The students learned how to identify possible themes in a text and find supporting details. I know they learned this because we talked about what a theme was before I read the story and then afterwards, we had a class discussion about possible themes in the text. They then used a story web to state the theme and then add supporting details. As I was going through the lesson, there were changes that I made. Instead of the students working in groups, I thought they comprehended what a theme was well enough to work independently. By allowing them to work independently they were able to choose which theme they thought was most important throughout the text and as a class they did not have to agree upon one theme. It also let the students be more flexible in what they choose to be their supporting details. Since the students have not been in groups or partner work this year yet, my cooperating teacher and I decided that it would be best to wait for groups until there was a better opportunity for them to collaborate. The lesson also did not take as much time as I thought it was going to. I thought reading through the story, deciding on a theme, and finding supporting details in the text was going to take the students longer than it did. I thought it was going to take more time because I did not think the students had a good grasp on what a theme was, but I was surprised by how much they knew during the engage stage of my lesson. Since the students understood what a theme was much quicker than I thought. Thankfully I had an extra part of the lesson prepared in case this would happen. The extra activity I had planned was tied to a creative aspect of the lesson and helped further the development of the students understanding of the text. The students were to create their own persona revolving around something they liked. The students titled it A Bad Case of the (blank). The students created their own picture and story about something they really liked. For example, A bad case of the pickles. Once the students had created their title, they drew a picture representing it. This was the point where I found out that the students are very creative and enjoy when they can be creative and artistic in the lessons. All the students were excited planning what their story was and how they would draw it on their paper. When I informed them that I was going to collect their papers, they were sad, but I ensured them that I would hand them back out to them after lunch.