

Lesson Plan Template

Date: 10/23/2019

Grade: 5th	Subject: English Language Arts
Materials: flipbook, pencil, and <i>The Tale of Despereaux</i>	Technology Needed: None
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"/> 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 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 5.RF.4a & c Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Universal Design for Learning Below Proficiency: Students who are below proficiency will have a difficult time answering discussion questions and reading fluently. In order to help these students, I will encourage them to reread. I will also break discussion questions down further so they can better comprehend what is being asked. Above Proficiency: Students who are above proficiency will easily answer discussion questions and will read fluently. In order to challenge these students, I will ask them deeper discussion questions.
Objective By the end of the lesson, students will analyze chapter 6 by reading aloud and answering discussion questions.	Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will be reading chapter 6. • Auditory: Students will be listening to themselves and peer read aloud. • Kinesthetic: NA • Tactile: Students will do some writing.
Bloom's Taxonomy Cognitive Level: Analyzing	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be in a small group setting around the kidney table. • If students talk out of turn or are distracted, I will verbally address them. 	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will quickly and quietly bring their flipbook, pencil, and book to the table. • Students will quietly bring a chair to the table. • Students are seated for this lesson. • Students will not interrupt classmates. • Conversations levels should be a 2. • Any discussion will be done respectfully. • When our session is over, students will quickly and quietly return to their desks and get needed supplies for the next task.
Minutes	Procedures
	Set-up/Prep before lesson: <ul style="list-style-type: none"> • I will need my prepared discussion questions, flipbook, pencil, and book.
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Welcome students to their novel study. • Ask for a recap of what has happened so far in the first five chapters. • Let them know that we will be reading chapter six together during our novel study time. • I know we've already read this chapter, but we are going to dig deeper today. Sometimes it is good to reread so we have a better understanding of what is going on.
1	Explain: (teacher-led) <ul style="list-style-type: none"> • Students will take turns reading chapter six. I will choose who reads. • As we come across certain parts of the chapter, I will pause the reading and will ask discussion questions. • I will model any difficult words to pronounce and will have students repeat the words back to me.

Lesson Plan Template

Date: 10/23/2019

15	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What led up to the events in this chapter? Who set this in motion? (Furlough) • Why is Lester (dad) saying that Despereaux can't be his son? Why is he calling Despereaux crazy? • How do we think Lester is feeling? How do we know? • How does Antoinette (mom) feel about all of this? How do we know? • Mouse council= foreshadowing <ul style="list-style-type: none"> ○ Do we think this is serious? ○ What could happen? • Tribunal is another word for council. (Court of justice) • What type of punishment do we think might befall Despereaux? • What does Antoinette covering her ears tell us about the drum? How does this develop the tone of this chapter? (mood) • Do you think Despereaux heard this drum? • Does Despereaux even know that Furlough (brother) saw the Pea (princess) touch him? • Does Despereaux know what the drum means? Why or why not? • Why did Lester (dad) beat the drum in all directions? • Go over meaning of "staccato" • What do you think this drumbeat sounds like? Do you think the drumbeat was slow or fast? Why? What does this say about the tone? Do it on the table. • How did Despereaux's actions put the entire mouse community at risk? • How does chapter six ending with the drumbeat make you feel? (eerie?) • How does this set up the feel of the next chapter? (serious, ominous-what this means) • After reading this chapter, what can we add to our flip book? <ul style="list-style-type: none"> ○ On Despereaux tab ○ Mainly in relationships column (parents sentenced him to trial, Furlough turned him in; family has more loyalty to community than to their own family.) ○ See what ideas students can come up with by themselves. <p>❖ Blue highlighting=most important questions to hit if in time crunch</p>
2	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Ask students for a quick recap of what happened in chapter six. • Assign chapter 1-4 quiz. Due Friday (next time we meet) • If out of time, assign Despereaux flipbook. • Dismiss students, reminding them of what they can work on next, if necessary.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) <ul style="list-style-type: none"> • Contribution to accurate recall of previous chapters • Discussion question answers • Flipbook ideas 	<p>Summative Assessment (linked back to standard, END of learning)</p> <ul style="list-style-type: none"> • Quiz over chapters 1-4

Lesson Plan Template

Date: 10/23/2019

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

Some things that I thought went well were the questions I asked, the answers students gave, and overall engagement. Students needed to think for a while to come up with answers to my questions, which told me that they were good, probing questions. When students gave their answers, I was often surprised. They were able to dig much deeper into the content than I was expecting them to. Students seemed eager to answer questions and asked a few questions of their own that promoted deeper analysis of the chapter. Student engagement was especially high when we were discussing the drumbeat and they were able to beat on the table to show how they thought the beat should sound.

From this lesson, students gained a better understanding of how to analyze and ask questions about what they are reading. Their learning was evidenced by them asking their own questions while we were discussing and being able to answer my questions. I was also able to see their deeper understanding of the text when they were vocalizing their thoughts while filling out the flipbook. The flipbook has a page for each character. We were working on filling out some pieces of Despereaux's page. One of the prompts was "What I can learn from him." I was planning on focusing more on the "Relationships with others" piece that day, but R jumped right on what he learned from this chapter. Without hesitation he said that this chapter shows that we should, "Think about what we do before we do it." I was pleasantly surprised by his answer and could really tell that he was understanding what he was reading.

If I were to make changes to this lesson, I would start by limiting the number of questions that I asked. While I felt the questions I prepared were good, I could have narrowed them down more to focus just on the main parts of the chapter. This way, I would have been able to facilitate better quality discussion. Another reason I would have limited the number of questions is because I ran over time due to the amount that I had.

I would also change the way in which I questioned students. While I would still need to be providing questions, I would have liked to have students come up with their own questions to better demonstrate their understanding of how to ask questions while they read.

Even though I explained to students at the beginning of the lesson why we would be rereading chapter six, I must not have explained it well enough. At the end of the lesson, I had some students asking me why we had to reread. The next time I do a lesson like this, I will be sure to explain why we are doing the activity and also ask for any questions students have. I would also ask for students to explain back to me why we are rereading. I feel that asking for questions and an explanation would cause students to focus more on what was being said instead of the information going in one ear and out the other.

Another thing I would change about this lesson is how I explained why we were doing it the way that we did. I let them know why we were rereading, but I did not stop to ask if they knew why we were taking the time to stop and ask questions. If I were to do this lesson again, I would be sure to explain to students how stopping to ask questions while reading benefits their understanding of what is happening. I would explain that using this strategy is helpful for understanding all genres/subjects. I would also explain that they can use this strategy throughout the rest of their education (elementary through high school, and even college). Once again, I assumed that they already had this knowledge. In the future, I will add this type of clarification in my lessons just in case. That way, if students do not have that prior knowledge, I am ready to help them understand.