**Lesson Plan Template** 

Grade: 4th		Subject: Language Arts	
Materials: Reading textbook, "The Story of Lightning and Thunder"		Technology Needed: Large screen	
poster, sm	all white boards and dry erase markers		
	nal Strategies:	Guided Practices and Concrete Application:	
X Direct instruction X Peer teaching/collaboration/			
☐ Guide	ed practice cooperative learning	X Large group activity   Hands-on	
	tic Seminar Uisuals/Graphic organizers	☐ Independent activity ☐ Technology integration	
		☐ Pairing/collaboration ☐ Imitation/Repeat/Mimic	
		☐ Simulations/Scenarios	
☐ Lectur		□ Other (list)	
	nology integration $\square$ Modeling	Explain:	
☐ Other (list)		·	
Standard(s)		Differentiation	
RL.4.1, RL4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RF.4.3a, RF.4.4a, RF.4.4b,		Below Proficiency:	
SL.4.1b, SL.4.1c, L.4.4a		Needs prompts to answer comprehension questions and has	
		trouble determining 6 features that make this a Pourquoi tale.	
Objective(s)			
By end of lesson, students will:		Above Proficiency:	
Read and summarize a longer Pourquoi tale		Able answer comprehension questions with a lot of detail and	
	xt dependent comprehension questions	determine 6 features that make this a Pourqoui tale with a lot of	
Build oral language and vocabulary through whole-group discussion		detail.	
		Approaching/Emerging Proficiency:	
Bloom's Ta	axonomy Cognitive Level:	Able to answer comprehension questions with some detail and	
Analysis		determine 6 features that make it a Pourquoi tale with few	
-		details and/or prompts.	
		Modalities/Learning Preferences:	
		N/A	
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to	
Large group-up in front of class		the lesson, rules and expectations, etc.)	
Large group-up in none or class		Voice level 0 in large group instruction.	
		Voice level 1-read to partner	
		Voice level 1-lead to partile!	
Minutes Procedures			
	Set-up/Prep: Get organizer on the big screen, small white boards and dry erase markers		
2min	2min Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)  Large group. "Today we are continuing on with our analyzation of different Pourquoi tales. Who can tell me about the first to		
		ories. Teacher brings up 6 features poster on big screen and reads	
	through them.		
3min	Explain: (concepts, procedures, vocabulary, etc.)		
3111111	"Now yesterday we got into pairs and took turns reading and you guys discussed what made that story a Pourquoi tale. Today I am going to read this story to you. When I am done I'm going to hand out whiteboards and markers and we're going to go		
	through what the 6 features are that make this a Pourquoi tale just like we did yesterday and when I go through them you will		
	write down on your white board what you think it is.		
12min	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life		
	experiences, reflective questions- probing or clarifying questions)  Teacher puts story on whiteboard and reads through it. Students listen to story for clues. When the teacher is finished she hands out whiteboards and markers. Go through discussion questions in textbook and have students write on white boards the features that make this story a Pourquoi tale. Students can talk quietly with their peers if they do not know. Have them hold up		
	whiteboards and read aloud answers.		
3min	Review (wrap up and transition to next activity):  Tell students "Now we are going to use the skills of analyzing Pourquoi tales and put them into practice in small groups". Have		
•			
	students put materials back.		
Stadents put materials sack.			
Formati	Assessments (linked to abjectives)	Summative Accessment (linked healt to abjective)	
	Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)	
_	monitoring throughout lesson- clarifying questions,	End of lesson:	
		Students write their own Pourquoi tale. Must include evidence of all	
in strategies, etc.		6 features of a Pourquoi tale.	
Teacher will ask clarifying questions provided in textbook.		Pourquoi Tale /11pts	
		Has evidence of all 6 features/6	
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Consideration for Back-up Plan: Have students read in pairs if teacher cannot read.

/5		
/4		
/3		
/2		
/1		
/5		

Then have them present it to the class.

If applicable- overall unit, chapter, concept, etc.:

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

This lesson, overall, went well. There was nothing major that went wrong that I needed to fix. I had the students partner up and asked one partner to go get a whiteboard and marker. As they were doing this to keep the students focused I asked them to start giving me examples of the different features of Pourquoi tales. Then when everyone was back together I re-went over all the 6 features to make sure everyone heard. The observation teacher did not like how I started instruction without some students, but I felt it was appropriate because it kept the other students from losing focus and I made sure everyone heard the examples when all the students were back together.

This time in my instructions in the Explain part were complete. I made sure to explain everything clearly and asked for questions before continuing. This way the students were clear on what they were doing. I was getting over the flu, so I thought I could make it through reading the story to the students, but I pushed my voice too hard and it was gone at the end. I should have had them read in pairs. However, my voice did stay through the whole lesson, so they did hear all the story.

During the Review section we did stay on topic and had a good discussion. This time, however, not as many students raised their hands to answer questions. What I should have done was do a turn and talk so students would be more willing to share. This did not occur to me until later because I still had people answering questions.