**ED 464 LESSON PLAN**

***INSTRUCTIONAL UNIT***

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| TEACHER  Shauna Savala | GRADE  4th | SUBJECT  Science/ELA |
| MATERIALS  *Great Sand Dunes National Monument* by David Peterson  Informational book on national park for each group  Butcher paper  Markers  Pencils  Post it notes  Labeling worksheets for poster (1 per group)  Colored strips of paper in envelopes  Feedback sentence starters handout (1 per student) | TECHNOLOGY  Internet connection (to display timer)  Document camera | TITLE/AUTHOR OF TEXT  Great Sand Dunes National Monument |

***STANDARDS AND OBJECTIVES***

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| ACADEMIC OBJECTIVE  Students will complete a graphic organizer to identify the important information in the text that they would like to include in their children’s book. | |
| COMMON CORE STANDARDS  [CCSS.ELA-LITERACY.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  Determine the main idea of a text and explain how it is supported by key details; summarize the text. | |
| LITERACY ACTIVITY  Summarize the key points of the book that may be included in a final book for a first grade audience. | LITERACY STRATEGY  -Outline poster |

***ADAPTATIONS FOR LEARNERS***

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| FOCUS STUDENT #1  This student is a struggling reader who is below grade level. In order to assist this student, reading is done in a group atmosphere. Also, pictures are included on the labels for the categories used in the poster in order to guide this student and provide visual aids. This student will also be given the chance to draw the images their group decides to put on the poster. In addition, the book includes many pictures. | RATIONALE  The adaptations will be helpful for this student because they will not be required to read the text themselves. They will be aided by the use of pictorial examples and clues to help guide them as well. |
| FOCUS STUDENT #2  This student suffers from ADHD and is very active and talkative. In this lesson, this student will be given the opportunity to interact with other students and move around the classroom as well. They do not have to sit in the same place for any extended amount of time. In addition, the project is creative and allows the student to have freedom and choice. | RATIONALE  The adaptations involved for this student are beneficial because she has difficulty sitting in one place for a long period of time. She is very social as well, and this lesson gives her an opportunity to converse with her peers as she creates a poster and gives feedback (or “teaches” the other students about her poster). This will benefit her by allowing her to learn in a way that suits her needs and does not require her to work alone and be stationary. |

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| METHOD OF ASSESSMENT  (outcome, product based)  Students will be assessed on their ability to synthesize the information in the book using a graphic organizer. | TEXT FEATURES  (layout, format, headings)  Table of Contents  Headings  Glossary  Labeled Images | VOCABULARY/ACADEMIC LANGUAGE  Informational Text  Category  Abbreviate  Outline  Information  National park |

***LESSON PLAN***

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| ORIENTATION-DIRECT EXPLANATION + MODELING (INTO)  Place the students in their groups.  Begin the lesson by telling the students that today we will begin reading the books they have chosen to about their children’s books topics. As the books are read, each group will complete a graphic organizer to help them outline what the books are about. First we will practice finding this information together, and then they will use their group books to complete their own outlines.  Introduce the text to the students. Begin by examining the table of contents, “important words” section, and doing a quick “book walk”. Remind the students that this book is much longer than their final children’s book will be, and will be filled with more information then they include in their books. Our job is to choose only the *important* information from the text that we may want to include in our final book. For some pages and chapters, we may choose to not use *any* of the information at all.  Then, the teacher will show the students an example of a poster that includes notes and information from 6 different aspects of the book (park location, recreation activities, important words to teach, land features, images to include, fun facts, and wildlife as well as the title and the author of the book. The poster will be filled in, except for the section “recreation”. The teacher will explain the information on the poster, and show how it only lists some of the books information.  Next, the teacher will read, the sections titled; *Let’s Go Dune Diving* and *Camping and Hiking* aloud. The information will be continuously evaluated to decide if it is important and appropriate to include in the first-grade level book. After reading the two sections, the teacher will model how to fill in the information for the “recreation” portion of the poster. |
| GUIDED PRACTICE (THROUGH)  Tell the students that now it is their turn. In their groups, they will and make a poster of possible information to include in their final book. All students must contribute to the group discussion and creation of the poster. They will use the categories on their graphic organizers to structure their poster. Each category will be cut from the worksheet, and glued above the appropriate information on the poster. They will have 20 minutes to do this. The teacher will project a count down timer from the internet on the Smart board for the students to use to manage their time.  Students read their books aloud in their groups. They will create a poster of possible information to include in their final book. They will use the categories listed on the worksheet to cut and paste above their information to organize the poster. Each group will choose their own method of choosing a layout for their posters organization (i.e. bullet points, bubble map, list format, etc.). As the students do this, the teacher will observe and provide guidance and assistance as groups work. |
| INDEPENDENT PRACTICE + FROMATIVE ASSESSMENT (BEYOND)  Gather the students back together. Tell the students that now they will now be presenting their posters to their classmates for feedback. Remind them that their posters may include more information than necessary. Each group will be giving constructive feedback to the other groups about their posters, using sentence starters and post it notes. A book for a fourth grade student contains much more information than is appropriate for a book for a first grader! Review the sentence starters with the students, and model how to formulate a contrastive and helpful comment. Ask a few students to make hypothetical comments using the sentence starts as well.  Explain the process for presenting posters. At each group, students will be handed an envelope with colored strips of paper. All strips are the same, except for one. Whoever draws the different color strip of paper will stay at the group’s poster and present it to the other groups. They will be the “teacher” for the other students, and listen to their comments as they leave their post it notes. The other students in each group will rotate clockwise and visit all of the other posters. As they do this, they will leave at least one constructive feedback comment for each group using their post it notes.  Groups will then rotate to each poster. When groups are done, they will meet back in their home groups. There, the “teacher” will debrief and explain the comments they received. The other students who visited the other posters will tell the “teacher” what they learned at the other posters. |

***Engagement Principles: Indicate which engagement principles you incorporated into your lesson and how.***

✔ **Interesting Text** Students were given the opportunity to select and request to be given books that they were most interested in for ths use of this project.

✔**Choice** Students and groups may choose to arrange their poster in any way, including bulleted list, bubble map, or any other form of organization they prefer.

✔**Relevance** This lesson is relevant to the students because it will aid them in the creation of an informational children’s’ book about their national park that they will be making.

✔Collaboration Throughout the lesson, students are working in groups and collaborating with one another.

**\_\_\_\_\_\_\_\_ Concept-Building\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Reflection:*** What do you consider went well in teaching this lesson (effective activities, assessment, presentation, text, engagement, etc.)? What do you consider did not go as well as you had planned (unclear modeling or guided practice, lack of engagement, poor text choice, etc.)? What adaptations would you make to the lesson in order for it to be more effective?

**This lesson went quite well. I believe that my modeling of a “think aloud” as I read on section and modeled how to fill in the graphic organizer helped the students see how my thought process worked to pick and choose important information to write down. I probably could have spoken a bit louder though. I felt like I was talking loudly, but I know I tend to have a quieter voice.**

**I found that the individual graphic organizers were necessary in order to provide accountability and guide students before they created their posters. It also gave me a way to re-teach and assess what they had learned before they made their posters, as I asked each group to let me check one worksheet before they began. I am very thankful that my master teacher suggested that I add this to the lesson. I also visited each group as they worked and help guide the students. Since I had highlighted the text features in each book that could help them, I was pleased to have them looking through the table of contents. Some students expected to find a chapter title that exactly fit the category of the graphic organizer sections. I had to explain that the chapter titles could give clues, but they would need to skim the section to see if it had the information they needed. Sometimes it wasn’t obvious where the information could be found. Overall, the students did a great job of asking questions and working together. I was very glad that I sat in with every group in order to hold students accountable and check in with them. I was able to grab, “teach-able moments” and work one-on-one, which was wonderful and rewarding. Students were engaged and motivated throughout this process.**

**As the lesson came to a stopping point, some groups had begun the posters, but most were just beginning. I gathered the students on the carpet to close the lesson. I reviewed what we had done and learned, but did not have the students reflected on the significance of the lesson. Doing so would have helped students see the benefits and reasoning behind what they had just done. For example, they had learned how to find main points in a text, and choose important information. This will help them as they create their children’s books by giving them an outline to use.**

**As a whole, I was pleased with the outcome of the lesson. Of course, there was room for improvement. Some students seemed to not want to collaborate, which was a struggle for me to know how to “fix”. Also, I could have included more student discussion or a pair and share in the “into” or my closure to allow students to informally share ideas quickly. Nonetheless, I am very, very grateful for this opportunity and will have fond memories of it as being my first ever “not a total train-wreck lesson”. ☺**