

# Lesson Plan Template

Date: 3/16/18

Melissa Mehlhoff

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|--|---|---|---|--|---|
| <b>Grade:</b> Third Grade  | <b>Subject:</b> Language Arts   |   |   |  |   |
| <b>Materials:</b> <ul style="list-style-type: none"> <li>Prediction Graphic Organizer</li> <li>Pencils</li> <li>Clipboards</li> <li><i>Leprechaun's Gold</i></li> <li>Figurative Language Posters</li> </ul>   | <b>Technology Needed:</b> <ul style="list-style-type: none"> <li>Computer</li> <li>Projector</li> </ul>   |   |   |  |   |
| <b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Direct instruction<br/> <input type="checkbox"/> <b>Guided practice</b><br/> <input type="checkbox"/> Socratic Seminar<br/> <input type="checkbox"/> Learning Centers<br/> <input type="checkbox"/> Lecture<br/> <input type="checkbox"/> Technology integration<br/> <input type="checkbox"/> Other (list)           </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br/> <input type="checkbox"/> <b>Visuals/Graphic organizers</b><br/> <input type="checkbox"/> PBL<br/> <input type="checkbox"/> <b>Discussion/Debate</b><br/> <input type="checkbox"/> Modeling           </td> </tr> </table> | <input type="checkbox"/> Direct instruction<br><input type="checkbox"/> <b>Guided practice</b><br><input type="checkbox"/> Socratic Seminar<br><input type="checkbox"/> Learning Centers<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Other (list)  | <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br><input type="checkbox"/> <b>Visuals/Graphic organizers</b><br><input type="checkbox"/> PBL<br><input type="checkbox"/> <b>Discussion/Debate</b><br><input type="checkbox"/> Modeling | <b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> <b>Large group activity</b><br/> <input type="checkbox"/> <b>Independent activity</b><br/> <input type="checkbox"/> <b>Pairing/collaboration</b><br/> <input type="checkbox"/> Simulations/Scenarios<br/> <input type="checkbox"/> Other (list)<br/>           Explain:         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Hands-on<br/> <input type="checkbox"/> Technology integration<br/> <input type="checkbox"/> Imitation/Repeat/Mimic         </td> </tr> </table> | <input type="checkbox"/> <b>Large group activity</b><br><input type="checkbox"/> <b>Independent activity</b><br><input type="checkbox"/> <b>Pairing/collaboration</b><br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain: | <input type="checkbox"/> Hands-on<br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Imitation/Repeat/Mimic |
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| <b>Standard(s)</b> <ul style="list-style-type: none"> <li>Key Ideas and Details R (1-3) Read closely to determine what the text says explicitly and to make logical inferences from it.</li> <li>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</li> </ul>  | <b>Differentiation</b><br><p><b>Below Proficiency:</b> The student will be able to snap his/her fingers when he/she hears figurative language. The student will also be able to write one prediction about the story including one text clue and background knowledge detail with the assistance of a paraprofessional.</p> <p><b>Above Proficiency:</b> The student will be able to snap his/her fingers when she/he hears figurative language and explain in detail why the sentence contains figurative language. The student will also be able to write one prediction with two text clues and two background knowledge details.</p> <p><b>Approaching/Emerging Proficiency:</b> The student will be able to snap his/her fingers when he/she hears figurative language and tell why it is figurative language. The students will also be able to write one prediction with one text clue and one background knowledge detail independently.</p> <p><b>Modalities/Learning Preferences:</b> The students will listen to the teacher listen to the story. Students will be able to see the posters which contain examples of the different types of figurative language. Students will write down their predictions on a graphic organizer. Students will snap their fingers when they hear figurative language.</p> |   |   |  |   |
| <b>Objective(s)</b><br><p>By the end of the lesson, students will be able to apply their knowledge of inferring to predict by writing a prediction which includes one text clue and background knowledge detail.</p> <p>By the end of the lesson, students will be able to apply their knowledge of the figurative and literal language by snapping their fingers when they hear figurative language and explaining its literal meaning.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> III. Applying</p>   |   |   |   |  |   |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>Students will be respectful to their classmates and their teacher.</li> <li>Students will raise their hand when they want to speak.</li> <li>Students will use their walking feet in the classroom.</li> <li>Students will speak at a level 2 voice unless otherwise specified.</li> <li>Students will responsibly use their school materials.</li> </ul>  | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</b> <ul style="list-style-type: none"> <li>Students will not talk when the teacher is reading the story.</li> <li>Students will let their partner share during the engage portion.</li> <li>Students will work diligently on their prediction.</li> <li>Students will not talk when a classmate is sharing with the class.</li> <li>Students will actively participate in the lesson.</li> </ul>  |   |   |  |   |
| <b>Minutes</b>   | <b>Procedures</b>   |   |   |  |   |
|  | <b>Set-up/Prep:</b> The teacher will have the slide ready with the picture of goat kids and caption. The teacher will have read the story beforehand and marked the page where students need to predict. The teacher will also note sentences with figurative language. The teacher will have the figurative language posters printed out and ready to post on the whiteboard. Students will be notified to bring a clipboard and pencil.   |   |   |  |   |
| <b>2</b>   | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b><br>The students will sit at the front of the room on the carpet.   |   |   |  |   |

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|  | <p>"Boys and girls, I wanted to show you this picture of my baby goats. I also wrote this caption to go along with the picture."<br/>"The mama goat had twins last week Saturday. My family was as surprised to see these babies as a person walking into a surprise birthday party! We didn't expect the mama to give birth for a couple more weeks! They are cuter than a button. Don't you agree?"<br/>"Boys and girls, turn to the person next to you and share which sentences contain figurative language and which sentences contain literal language."<br/>The teacher will ask students to share which sentences are figurative language and which sentences are literal language. The teacher will also make sure to ask why they chose their answer.</p>   |
| 8  | <p><b>Explain: (concepts, procedures, vocabulary, etc.)</b><br/>"We are going to read <i>Leprechaun's Gold</i> and find the figurative language. I have these posters to remind us of the different types of figurative language and examples."<br/>The teacher will go through the different types of figurative language briefly.<br/>"Now, we are going to read the story, and when you hear the figurative language, I want you to snap your fingers. If you are unsure if a phrase is figurative language, I want you to create a picture in your mind of the phrase keeping the text in mind. Any questions?" If students do not snap their fingers after reading a page with figurative text, the teacher will review the page and prompt the students to find the figurative language.<br/>After pointing out the figurative language, the teacher will ask the students why the phrase is figurative and ask them to determine the literal meaning of the figurative phrase.</p>   |
| 8  | <p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b><br/>"Now, we are going to become fortunate tellers. I'm going to read until a certain point of the book. Then, I'm going to hand out a graphic organizer where you are going to write your prediction. The graphic organizer contains a place to write your text clues, background knowledge, and prediction. Remember, you can write your prediction first, but you need to back it up with text clues and background knowledge. You will get three minutes to write your prediction down, so use your time wisely. Are there any questions?"<br/>The teacher will monitor to make sure they are all writing a prediction and including text clues and background knowledge. If students are struggling, the teacher can prompt the students to write a prediction with questions.<br/>The teacher will then call on a few students to share their predictions. He/she will ensure the students are sharing their text clues and background knowledge.</p> |
| 2  | <p><b>Review (wrap up and transition to next activity):</b><br/>"Let's see if your predictions were correct by reading the rest of the story!"<br/>Today, we reviewed figurative and literal language. You were able to find the literal meaning of a figurative sentence! We also created predictions using text clues and background knowledge."<br/>The teacher will dismiss the students and have them return to their desks.</p>   |
| <p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"><li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li></ul> <p>The teacher will listen to the responses of students who share the figurative and literal language in the picture caption. The teacher will take note of who is snapping their fingers when they hear figurative language in the story. The teacher will listen to the explanations of students who share why a sentence contains figurative language. The teacher will listen to the students' predictions. The teacher will keep a notebook of all the observations during the lesson and record who needs assistance.</p> | <p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The teacher will have the graphic organizer as a physical representation of the students' understanding of predicting. An end of the unit test will be given to determine the students' ability to predict and differentiate between figurative and literal language.</p>  |
| <p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b><br/>During my lesson, my engage portion of the lesson was very successful. The students were so excited to see the picture of the baby goats and learn more about them. I know they were engaged because they were asking</p>   |   |

questions about the baby goats. I asked the students about the literal and figurative language in the caption I provided with the picture of baby goats. We read the four sentences together to ensure the students read the caption. I didn't get a lot of volunteers to share the figurative language in the caption, but I was very impressed with the students who were brave enough to share the figurative language in the sentences.

Looking back at the lesson, we should have reviewed the differences between figurative and literal language before I showed the picture because we recently just learned about figurative language.

The review on creating predictions went well with the class. I gave the students a graphic organizer to help students think about the text clues and background knowledge they were using to back their prediction. I made sure to emphasize the idea that students should create their prediction first and then back it up with text clues and background knowledge. I was pleased how many students were using their time wisely to write their predictions. I was able to see who needed assistance with their prediction and prompt them with questions. The predictions students shared on *The Leprechaun's Gold* impressed me, and I was glad they included background knowledge and text clues to prove their prediction.

As a class, we reviewed the difference between figurative and literal language. We briefly went over the different types of figurative language to give students examples of figurative language to look for in the story. The engage portion of the lesson involved students finding the figurative language in a caption. I knew who understood figurative language based on who found the figurative language in the caption. I also knew who was still unsure about figurative language by the students not raising their hand to share the figurative language in the caption.

As a class, we read *The Leprechaun's Gold*. When students heard the figurative language, they were supposed to snap their fingers and share the figurative language. However, many of the students were unsure about the figurative language in the story. So, I would snap my fingers when I heard the figurative language,

ask students why the sentence contained figurative language, and questioned students about the literal meaning of the figurative language.

We also reviewed how to make predictions and back their predictions with text clues and background knowledge. Some of the students shared their predictions with the class, so I was able to assess who did understand how to make predictions quickly. I know students understood how to make predictions and back their prediction with their text clues and background knowledge because the students wrote their predictions on a graphic organizer. I'm able to look at the graphic organizers students filled out to determine who understands the concepts and who still needs assistance.

If I were to teach this lesson again, my number one priority would be adding movement to my lesson. I was losing the students' attention by having them sit on the carpet during the lesson. I know adding movement would have helped get their attention back on the lesson. I was just so concerned about my lesson going too long, but movement helps students retain more from the lesson. Mrs. Hager suggested having the students perform an Irish dance in between reviewing figurative language and inferring to predict.

Next time, I would not go over so much material with the students. Looking back, I think there was a lot going on in the lesson which may have seemed overwhelming for students. The lesson could have been split into two mini lessons. I would make sure not to have the students get their pencil and clipboards until they needed them. I wanted students to be prepared for the lesson and not have to go back to their desks to get their supplies. However, the students had trouble leaving the supplies alone. I had to constantly remind students to lay their pencils down and even had to tell them to put them on the desk behind them. Mrs. Hager offered a great suggestion to walk around the room when I'm teaching to ensure students are doing their job and not messing around with their materials. If this was my classroom, I would practice holding pencils and clipboards, so students were able to have the supplies and not get distracted by them.