

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 3 <sup>rd</sup> Grade		<b>Subject:</b> Reading	
<b>Materials:</b> White Board, Dry erase marker, Plain Paper, Coloring materials		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <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)		<b>Guided Practices and Concrete Application:</b> <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:	
<b>Standard(s):</b> RL. 3: Describe characters in a story (eg. Their traits, motivations, or feelings) and their actions		<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s):</b> 1) The students will be able to identify the main characters in the story and paraphrase the actions the characters took in a story. 2) The students will be able to describe the characters personality. 3) The students will be able to infer the motivations and feelings of the characters based on what they have read and have concluded about the personality of each character and by putting themselves in the shoes of the character. <b>Bloom's Taxonomy Cognitive Level:</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>			
<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>			
Minutes	Procedures		
<b>5</b>	<b>Set-up/Prep:</b> 1) Set up desks or tables with 3-4 people in each group. Have students grab their coloring materials and allow them to pick where they want to sit.		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1) Ask the students to find a spot at a table and I will remind students to sit in a place that they will be able to work otherwise I will move them. 2) Ask the students, “What kind of personality do you have and what are your personality traits?” Guide them if needed by giving them examples of some of your own personality traits. Write these traits on the board. 3) Ask the students to, “Think of your favorite movie character or book character. Describe those characters to me using descriptive words and personality traits. What are those characters like?” Add these words to the list on the board. During these discussions make a point to walk around the classroom. Use proximity to keep the child with ADHD on task. Ask him what his favorite movie or book character is and what kind of personality trait that character has to get him to participate and focus on the discussion.		
<b>15</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1) After the list is completed, state how these are descriptive words and personality traits make up who we are and shape how we act. I will look at the list on the board and if they are mostly positive traits I will ask, “Does everyone only have good personality traits/Is everyone good all the time?” I will then prompt them to give me some negative personality traits and descriptions. 2) After there is a good mixture of good and bad personality traits on the board, I will give examples about how these personality traits influence a person’s actions. For example, how a greedy person is likely to steal or want to win everything, while a helpful person might stop and help someone if they have fallen down. A happy person is always positive and looks for the best in situations and determined person won’t give up even if something bad happens. I will then pick a personality trait that is on the board and ask if anyone can describe something a person would do if they had that personality trait. 3) After we have discussed how personality influence actions, we will transition into how these actions make people feel. I will ask them “How does it make you feel when someone helps you and how does it feel when someone steals from you? How does it feel for you when you were determined to complete something that wasn’t easy?” I will ask a few other questions based on what we talked about with the actions in step 2. I will then tell them how these personality traits, actions, and feelings are all connected and they are what make people and characters in books so interesting.		

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	<p>4) After this I will begin giving instructions to what they will be doing. I will tell them that they will be working with the people at their table, but that if they were not working to their full potential I have the right to remove them from that group, so they should make good decisions and stay on task. I will hand out paper for them to color on. I will then instruct them to decide on a well-known fairytale or common folk tale that their whole group knows and pick a character from that story. I will give them time to talk in their groups and pick a story. Once I have guided each group into picking a story I will then explain the first step of the assignment.</p>	
30	<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></p> <ol style="list-style-type: none"> <li>1) I will tell them "You will be discussing the main character in the story you picked and tomorrow you will tell the whole class about this character. You have to identify 4 major actions/events that happen to that character. Draw these events on the paper. It does not have to full detail. Just enough to understand what you are trying to say." I will give them about 15 min to collaborate as I walk around and guide their discussions.</li> <li>2) I will then provide them the second step. "You need to determine at least 4 personality traits the character has by using some of the descriptive words that are on the board or others that you come up with. On the other side of your paper do a basic sketch of your character showing these personality traits. You may also want to write these traits on the side of the paper so you remember them." I will provide them with about 10 minutes to complete this as I walk around and guide them in the conversations. I will make sure to watch the group with the child with ADHD in it and stand close if it looks like that student is getting off task too much.</li> <li>3) I will then bring them back to the front again and explain the final step. "Look at the events/actions that you drew on the front of the page. I want you to discuss within your groups how each event/action might have made the character feel or why the character did what they did based on what their personality traits. Please write some of these emotions and reasons next to the drawings you drew about each event/action." I will allow about 7 minutes to discuss these.</li> </ol>	
5	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>1) To wrap up I will bring everyone's attention back to the front and say how every character in a story has their unique personality. I will explain how tomorrow each group will get in front and explain the character they discussed today in their groups and we will continue the discussion on characters in a story.</li> </ol>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)</li> </ul>		<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>		