Lesson Plan Template
Date: _____

AL 10/12/20

Grade: 4	Subject: Language Arts
Materials: None	Technology Needed: Projector, internet hook up

Instructional Strategies:		Guided Practices and Concrete Application:	
☐ Direct instruction ☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list)	☐ Peer teaching/collaboration/ cooperative learning ☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	☐ Large group activity ☐ Independent activity ☐ Pairing/collaboration ☐ Simulations/Scenarios ☐ Other (list) Explain:	☐ Hands-on ☐ Technology integration ☐ Imitation/Repeat/Mimic

Standard(s) W.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Use a variety of transitional words and phrases to manage the sequence of events.	Differentiation **Below Proficiency:** Students will be paired with peers for support and will be guided by an adult during this lesson. **Above Proficiency:** students will be asked to add more detail, use a verity of transition words, and be encouraged to create their own sequence of events. **Approaching/Emerging Proficiency:** This lesson is created for the students approaching proficiency.
Objective(s) By the end of the lesson, students will Identify the sequence of events in a passage, identify and use the signal language for sequence of events and determine important information in a text. **Bloom's Taxonomy Cognitive Level:** **Knowledge and understanding.**	**Modalities/Learning Preferences:** • **Visual:** Students will be shown visual examples. • **Auditory:** Parts of the lesson will be read out loud and the instructions will be delivered verbally. • **Kinesthetic:** The students will participate in the hokey poky dance and ASL signs will be used to show transition words • **Tactile :**

Classroom Management- (grouping(s), movement/transitions, etc.) Attention getters-The teacher will say "1, 2, 3, eyes on me." And the students will respond "1,2 eyes on you" and have their eyes on the teacher, voice level 0, to hear the next set of instructions. Time management- The teacher will deliver instructions like get your pencil out, "when I saw go you will have to the count of 5 to follow your instructions."	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use their SLANT listening (sitting up, lean forward, ect) and actively participate in discussion.

Minutes	Procedures
5	**Set-up/Prep:** **Have Dr. Miller on Zoom, make sure reading text is able to be projected,**
2	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Give a brief overview of sequence of events and walk students through the hocky poky dance (first you put your hand in, second you take your hand out, ect.). Emphasize how important it is to keep the order of a sequence of events. Use the example of the water cycle picture from the previous day, ask students for what
5	**Explain: (concepts, procedures, vocabulary, etc.)** "the following passage has the instructions for treating a bee sting. Why would it be important to make sure we follow the sequence of events accurately when we treat a bug bite or a sting?" Call on hand raisers for answering questions. Read the passage out loud and underline the first half of the sequence and the identifiable words, rewriting the sequence on the board. As for three students to identify the last half of the sequence and write what the steps they chose were. **Split students up into small groups and have them work with**
7	**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Display a new passage and ask students to summarize and write the sequence of events out on a note card and trun them in for a formative assessment.
1	**Review (wrap up and transition to next activity):** -(if time allows) Have students turn and talk to someone about how to make their favorite food. **Tell students that we will not practice this skill. (turn over to Ms. Latham)**

Formative Assessment: (linked to objectives, during learning) • **Progress monitoring throughout lesson (how can you document your student's learning?)**	Summative Assessment (linked back to objectives, END of learning) -students will tell their own stories

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Verbal checks for understanding, level of participation. **Students will summarize and write the sequence of events of a given paragraph and hand it in for a**	**Activity that Ms. Latham as planned to assess student understanding.**

Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I really liked being able to fit some kind of kinesthetic piece in and all the students seemed to be engaged. My lesson plan needs more elements and detail. I think that if I could change anything, I would have more time to give students a set of instructions and have them use it to make or solve something.