

Lesson Plan Template

Date: _____

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| Grade: 4th | Subject: Reading |
| Materials: Landform book | Technology Needed: |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) | Guided Practices and Concrete Application: <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: |
| Standard(s) 4-RI. 6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. G.3_5.3 Use maps, satellite images, photographs, and other representations to explain relationships between locations of places, regions, and their environmental characteristics | Differentiation Below Proficiency: Students do not participate in discussing or give a vague answer. Above Proficiency: Students participate in discussion and give a well-thought out, detailed answer. Approaching/Emerging Proficiency: Students participate in discussion and give appropriate answers. Modalities/Learning Preferences: Auditory |
| Objective(s) By the end of the lesson, Students will be able to make connections between landforms/bodies of water throughout their regions by participating in discussion. | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to participate in discussions. |
| Bloom's Taxonomy Cognitive Level: Apply | Classroom Management- (grouping(s), movement/transitions, etc.) I will create a positive environment by engaging the students in a read aloud lesson. The students will be responsible for participating in group activities. I will provide instruction for moving around the room during transition times. |
| Minutes | Procedures |
| | Set-up/Prep: <ul style="list-style-type: none"> • I will have the book "U.S. Landforms" out and ready before the lesson. |
| 3 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • I will first introduce the book and author. • I will then ask students what a landform is. • Next, I will ask students what they think the author wants them to know about landforms. I will tell them they can turn and talk to a partner about what they think. I will give the students 30 seconds to discuss. I will then allow 2-3 students to share. |
| | Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • I will explain the rest of the vocabulary throughout the book. |
| 10 | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • I will then read the book aloud for the class. • During the book, I will ask questions and make connections to the book. <ul style="list-style-type: none"> ○ On page 4, I will ask the students what a volcano and a glacier is. ○ On page 7, I will show how ND was once underwater. ○ On page 8, I will tell the class to raise their hands if they have ever been to the Black Hills, SD. ○ On page 13, I will tell the class to raise their hands if they have ever been to the Grand Canyon. ○ On page 14, I will make the connection to how I have been to Lake Michigan. I will then ask the students to turn and share and talk about what lakes they have been to either in ND or in the U.S. I will allow students to discuss for about 30 seconds. I will then allow for 3-5 students to share. ○ On page 16, I will ask the students what river flows through Bismarck. |
| 2 | Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • At the end of the book, I will ask the students "what landforms are near you?" • I will allow 3-5 students to share with the class. |
| Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?) I will be able to assess the students understanding of landforms by their participation throughout the book and discussions. | Summative Assessment (linked back to objectives, END of learning) |

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

I think the read aloud went very well. The students were engaged throughout the whole book. The students did a nice job of participating and answering questions. I also heard from multiple students that they enjoyed the book and they thought the read aloud was fun. I learned about the students that they enjoy turning to their partners and discussing. I heard good conversations amongst the students. I also learned that the book I chose, the students were easily able to make connections to the information, therefore, making learning meaningful for them. The one thing I would change for next time is when a student raises their hand, I will ask if they have a question or comment. Sometimes when the student has a comment, they get off topic. I will tell them that if they have a comment, they can tell me later.