

<b>Grade:</b> 4 <sup>th</sup> Grade		<b>Subject:</b> Language Arts	
<b>Materials:</b> flip chart, whiteboard markers, list of signal words		<b>Technology Needed:</b> computer with smart board	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> <b>Discussion/Debate</b> <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard</b> <b>4.RI.1</b> Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. <b>4.RI.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>4.RI.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level12 independently <b>4.SL.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion <b>4.SL.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles. <b>4.SL.1d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		<b>Universal Design for Learning</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>Partner the student with a peer that has a deeper understanding</li> <li>Allow those students to be the first to the board during signal word activity, thus they don't have to compete to identify new words</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>Challenge them to identify more challenging words during the signal word activity</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li><b>Visual:</b> displaying the passage on the board; writing all the steps and signal words on the board so they can see them;</li> <li><b>Auditory:</b> discussion of the steps; teacher can point out the key signal words after the activity to provide more emphasis to them</li> <li><b>Kinesthetic:</b> Allowing the students to get up to write on the board during the signal word activity</li> </ul>	
<b>Objective</b> By the end of this lesson, students will participate in a discussion about sequence of events in a given text and brainstorm signal words that could be utilized by an author.  <b>Bloom's Taxonomy Cognitive Level:</b> Applying			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>Direct Instruction           <ul style="list-style-type: none"> <li>Listen to the teacher</li> <li>Voice level 0               <ul style="list-style-type: none"> <li>Can talk when asked a question.</li> </ul> </li> <li>Body is still</li> <li>Raise your hand when have question/answer</li> </ul> </li> <li>Partner Discussion           <ul style="list-style-type: none"> <li>Stay on task</li> <li>Participate and help</li> <li>Be kind</li> <li>Voice level 1</li> </ul> </li> <li>Activity           <ul style="list-style-type: none"> <li>Participate</li> <li>Voice level 0</li> <li>Stay on task</li> <li>No pushing/shoving</li> <li>Write neatly</li> </ul> </li> </ul>		<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>Partner/Small Group Behavior           <ul style="list-style-type: none"> <li>Students are expected to participate during partner work.</li> <li>Students are expected to stay on task.               <ul style="list-style-type: none"> <li>If students cannot do the following, they will have to do the work independently.</li> </ul> </li> </ul> </li> <li>Direct Instruction           <ul style="list-style-type: none"> <li>Students are expected to be good listeners.</li> <li>Students are expected to not talk out of turn.</li> <li>Students are expected to participate when asked questions.</li> <li>Students are expected to be respectful to themselves, the speakers, and other classmates.</li> </ul> </li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>2 min</b>	<b>Set-up/Prep before lesson:</b> <ul style="list-style-type: none"> <li>Have flip chart displayed on the board           <ul style="list-style-type: none"> <li>Make sure annotations at the bottom of the sheet are hidden from the class</li> </ul> </li> <li>Have whiteboard markers accessible</li> </ul>		

**ELA – Unit 2 Week 1 Day 2**

**Date: 02/25/2020**

<p><b>3 min</b></p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Transition the students to a seated position on the floor in front of the active board             <ul style="list-style-type: none"> <li>○ “Make sure you are sitting next to people that are not going to distract you form your learning.”</li> </ul> </li> <li>• Discuss the content covered from the day previous             <ul style="list-style-type: none"> <li>○ “Since I wasn’t here yesterday, can you remind me what content you covered yesterday?”</li> <li>○ The Water Cycle; identifying sequence of events based upon pictures;</li> </ul> </li> <li>• Connect yesterday to today’s content             <ul style="list-style-type: none"> <li>○ “Today we are going to transition that knowledge of identifying sequences based on pictures into identifying sequences in a given text.”</li> </ul> </li> </ul>
<p><b>10 min</b></p>	<p><b>Explain: (teacher-led)</b></p> <ul style="list-style-type: none"> <li>• Have the students read the text on the flip chart to themselves in their head</li> <li>• Discuss the main idea presented in this passage             <ul style="list-style-type: none"> <li>○ “What was the focus of the passage you just read?”</li> <li>○ Insect bites and stings and what you should do</li> <li>○ “This passage walks us through the steps we need to take to treat a sting or insect bite.”</li> </ul> </li> <li>• Have students discuss with a partner the steps identified throughout the passage             <ul style="list-style-type: none"> <li>○ “Turn to the person next to you and discuss the sequence of events that this author recognizes to be the steps to take.”</li> </ul> </li> <li>• When discussion dies down, grab the student’s attention again. Discuss as a class the sequence of events and write them down on the board.             <ul style="list-style-type: none"> <li>○ “Raise your hand if you can tell me the first step the author identifies.”</li> <li>○ Call on student</li> <li>○ “Does everyone agree that this is the first step?”</li> <li>○ Write the step on the board.</li> <li>○ Continue till all the steps are identified and written on the board.</li> </ul> </li> <li>• Reveal the annotations at the bottom of the flipchart and compare them to the list the students identified.</li> </ul>
<p><b>8 min</b></p>	<p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <ul style="list-style-type: none"> <li>• Transition the discussion to signal words.             <ul style="list-style-type: none"> <li>○ “How were you able to know the order of these events?”</li> <li>○ Answers may include that it was the order the author wrote it (which is true) but try to transition them to the words.</li> <li>○ “Were there any vocabulary that gave you hints?”</li> <li>○ First and Next</li> <li>○ “These are called signal words. Signal words can help us identify the individual evens and their order in the sequence.”</li> <li>○ “There are many different types of signal words that can help us identify the sequence of events.”</li> </ul> </li> <li>• Allow students to identify different signal words by coming and writing them on the board.             <ul style="list-style-type: none"> <li>○ “I am going to give you 30 seconds to think to yourself and come up with as many signal words as you can.”</li> <li>○ “Now I am going to have you come up to the board and as a class, come up with as many signal words as possible. Take turns writing one word and then pass off the marker to the next person.”</li> <li>○ Utilize 3 different markers</li> <li>○ “Once everyone has had the opportunity to write a word and you have another word to add, you can add it to the list. If the words that you brainstormed are already on the board, put a star next to them. Just do your best with spelling.”</li> </ul> </li> <li>• Once the students are done, transition them back to a whole class discussion</li> <li>• Point out some of the key words (the ones with stars by them)</li> <li>• Add some from my own list if they were not identified, broadening their knowledge.             <ul style="list-style-type: none"> <li>○ “Here are some more words that can be used as transition words by authors.”</li> </ul> </li> </ul>
<p><b>1 min</b></p>	<p><b>Closure (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Reinforce the importance of being able to identify the sequence of events and being able to isolate signal words             <ul style="list-style-type: none"> <li>○ Reading – helping with comprehension</li> <li>○ Writing – using this vocabulary when the students are writing and trying to portray events to their reader</li> </ul> </li> <li>• Transition the students into small group work (novel studies, words their way, etc.)</li> </ul>
<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (document of student learning, data collection)</b></li> </ul>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <ul style="list-style-type: none"> <li>○ At the end of the unit, comprehension questions on sequence of events based on a given text</li> </ul>

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- Listen to the discussion between the students when identifying the sequence of events
- Call on different students when writing the events on the board
- When identifying the signal words, keep track of which students have identified the words and which students are making the stars

- Writing: could tie into a writing assignment utilizing signal words to describe a sequence of events

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