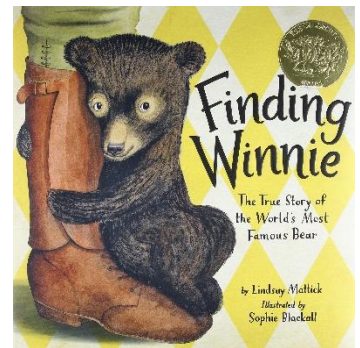


<p>Grade: 4th Grade</p>	<p>Subject: Language Arts</p>																						
<p>Materials: “Finding Winnie” book, separate sections of the book, notecards, pencils</p>	<p>Technology Needed: n/a</p>																						
<p>Instructional Strategies:</p> <table border="0"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<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"/> Modeling	<input type="checkbox"/> Other (list)		<p>Guided Practices and Concrete Application:</p> <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	<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)	
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<p>Standard</p> <p>4.RL.2 Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.</p> <p>4.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>4.RF.4a Read grade level text with purpose and understanding.</p> <p>4.RF.4b Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>4.SL.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>4.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Universal Design for Learning</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> Place the student that are struggling in a group that is composed of at least one student who understands the material Encourage them to voice their opinion and ask questions when needed <p>Above Proficiency:</p> <ul style="list-style-type: none"> Question their opinion when ordering the events in hopes to ask them why and piece together their thought process <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> Visual: visually seeing the notecards with the summaries in order, or switching orders as discussion occurs Auditory: reading the book out loud, both in their groups and as a whole class; class discussion about the sequence of events; reading summaries aloud Kinesthetic: having the groups move around the room and eventually transitioning back to their seats Tactile: can move the notecards physically in different orders 																						
<p>Objective</p> <p>By the end of this lesson, students will utilize their knowledge of sequence of events to piece together events based on a book.</p> <p>Bloom’s Taxonomy Cognitive Level: apply</p>																							
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> Direct Instruction <ul style="list-style-type: none"> Listen to the teacher Voice level 0 <ul style="list-style-type: none"> Can talk when asked a question. Body is still Raise your hand when have question/answer Partner/Small Group Discussion <ul style="list-style-type: none"> Stay on task Participate and help Be kind Voice level 1 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> Partner/Small Group Behavior <ul style="list-style-type: none"> Students are expected to participate during partner work. Students are expected to stay on task. <ul style="list-style-type: none"> If students cannot do the following, they will have to do the work independently. Direct Instruction <ul style="list-style-type: none"> Students are expected to be good listeners. Students are expected to not talk out of turn. Students are expected to participate when asked questions. Students are expected to be respectful to themselves, the speakers, and other classmates. Class Discussion <ul style="list-style-type: none"> Students are expected to respect the opinions of others. Students are expected to not talk out of turn, or over their peers. 																						

- Students are expected to participate during the discussion.
- Students are expected to stay on task and topic.

Minutes	Procedures
	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • Write out sections of the book “Finding Winnie” and print • Have notecards prepared • Have class divided into groups
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Transition the students to their desk spots, ready to learn • Discuss what a personal narrative is <ul style="list-style-type: none"> ○ “What is a personal narrative?” ○ “Personal narratives come in many forms, whether it be more of a paper that you write but often times are told in stories that can be made into books.” ○ “How do sequence of events play into personal narratives?” ○ “Would it be hard to put together the sequence of events if you weren’t given the full story?”
	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> • Show the students the cover of the book <ul style="list-style-type: none"> ○ “Today we will be reading and discussing the personal narrative by reading the book “Finding Winnie” by Lindsey Mattick.” • Explain the activity <ul style="list-style-type: none"> ○ “We are going to be looking at this personal narrative in sections. Your goal will be to work as a class to piece together the events of the story by only have read one section and hearing summaries of the others.” ○ “You will be divided into groups and I will assign each of you a piece of the story. Your job as a group is to read the passage and write a 2-sentence summary of the passage. You only have 2 sentences so pick the events that will play into the sequence of the whole book.” ○ “Each group will then read their summary to the class. Through this knowledge, we will piece together your prediction on how the story plays out.” ○ “Does anyone have any questions?” • Point out strategies that can be used <ul style="list-style-type: none"> ○ Look for signal words ○ Share the task of reading, by spaces in the section ○ Underline the key points ○ Talk with your group members ○ Understand that you may get frustrated since you do not know the whole story, just take a deep breath, its okay.
	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • Count the students off to divide them into 5 groups (3 groups of 4 and 2 groups of 5) • Pass out the sections that the students need to read • Give the students a note card to write out their summary on <ul style="list-style-type: none"> ○ “Write your summary on this notecard. Use 4th grade handwriting so it can be read by me and your classmates.” • Allow students time to work • Gather the attention of all the students <ul style="list-style-type: none"> ○ “Now that we have read and created a summary, each group is going to share their part of the story. Make sure you listen to their summary in hopes that we can piece together the different sections.” • Call on each group and have one representative read the summary. • Once every group has gone, write 1-5 on the board with space for each notecard below. Collect all the notecards. Read each notecard off and ask them which number they think it is (first through fifth). <ul style="list-style-type: none"> ○ “Do you think this summary comes first? What about third? Last?” • Place each notecard under the number on the board. Once all notecards appear under a number, read the summary as one whole paragraph. • Transition the students to sit on the floor.



	<ul style="list-style-type: none"> • Read the book to allow the students to check if they got the write order. <ul style="list-style-type: none"> ○ “Listen to see if you got the order right and see how the whole story is pieced together.”
	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have a discussion about the difficulty level of placing the cards in order. <ul style="list-style-type: none"> ○ “Did you as a class get them all correct?” ○ “What would happen if you didn’t get one of the summaries and the whole part was missing?” • Connect to sequence of events in personal narratives and its importance. <ul style="list-style-type: none"> ○ “Is it important to have all of the information when presented with a story?” ○ “When you are reading, make sure you are comprehending every section to help understand the whole story.” ○ “If you write a personal narrative, have all of the parts necessary to allow the reader to comprehend the events.”
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> ○ Progress monitoring throughout lesson (document of student learning, data collection) <ul style="list-style-type: none"> • Call on different students throughout discussions to see if they understand the topic • Roam around the classroom during small group work and listen to their discussion and thought processes • Collect the summary notecards in hopes to see their group’s understanding on summarizing the sequence of events within their passage 	<p>Summative Assessment (linked back to standard, END of learning)</p> <ul style="list-style-type: none"> • The students can dissect their choice of a personal narrative, breaking the book into a sequence of key events • Have students write their own personal narrative, looking into the details necessary for the reader to understand the story line
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	