|  |
| --- |
| **Lesson Content** |
| **What Standards (national or state) relate to this lesson?**(You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | * LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
* LAFS.4.RI.2.5: 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.
* LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
* LAFS.4.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.
* LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 |
| **Objectives- What are you teaching?**(Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)." Note: Degree of mastery does **not** need to be a percentage.) | Students will be able to use notes about the discussion of the video and text to explain the difference between rocks and minerals. |
| **Evaluation Plan- How will you know students have mastered your objectives?**Address the following: * What formative evidence will you use to document student learning during this lesson?
* What summative evidence will you collect, either during this lesson or in upcoming lessons?
 | I will know students have mastered the material by listening to their discussions and looking over their information on the rocks and minerals chart.Formative: Rocks and minerals three column note taking chart.Summative: Their written responses on “What is the relationship between rocks and minerals?” |
| **Lesson Implementation**  |
| **Step-by-Step Plan**(What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)Where applicable, be sure to address the following:* How will materials be distributed?
* How will students transition between activities?
* What will you as the teacher do?
* What will the students do?
* What student data will be collected during each phase?
* What are other adults in the room doing? How are they supporting students’ learning?
* What model of co-teaching are you using?
 | Time 10 min2 min10 min15 min5 min25 min | Who is responsible (Teacher or Students)?T & S | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).* I will begin by showing the students a video on rocks and minerals called *Rock Finders.*
* I will show the video a second time and have them write facts about rocks and minerals on their 3-column note taking chart. I will remind them that they need to cite their sources for each fact they find. While they are watching the video, I will be standing in the back of the classroom making sure everyone is paying attention to the video.
* We will talk about the facts they wrote down from the video.
* Then we will read the text. I will begin by reading the first paragraph to them. As I read, I will stop at certain points to discuss with the class when the author is talking about rocks and when he is talking about minerals. The students will code these with an R for rocks and an M for minerals.
* Then I will pair the students off into literacy partners and have them read the second page together. As they read, they will still code the text with an R and an M.
* As the groups are working together, I will have two of the struggling students come to the reading table with me so I can help them read the page and code the text.
* When all of the groups are finished, then I will have the class go back to their seats and we will discuss what parts of the text they coded for rocks and minerals.
* I will then have the students read the final portion of the text to themselves while they are still coding the text. While they are reading the final portion, I will pull the same two students from before to help them again.
* I will also answer any questions the other students may have as they read.
* When the students are finished reading, then they will finish filling out the 3-column chart with the information they found in the text.
* Then they will write a summary on what the relationship is between rocks and minerals. I will still work with the two students at the reading table to give them help as needed.
 |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?** |
| **Differentiation—based on the needs of your students how will you take individual and group learning differences into account.** | **I will pull a small group when it is time for the students to pair up and read. I will work with these students to give them any additional help they may need.**  |
| **Relevant Psychological Theories and research taken in consideration when planning this lesson**  |  |