

# Lesson Plan Template

Date: 10/8/21

<b>Grade: 4</b>	<b>Subject: Reading</b>
<b>Materials: "You are Special" by Max Lucado, stickers</b>	<b>Technology Needed: Projected affirmation examples</b>
<b>Instructional Strategies:</b> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration X Other: Read aloud and discussion  <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> x Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration X Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:  x Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> 4.RL.1: Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. 4.RL.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>Differentiation</b> <b>Below Proficiency:</b> Students below proficiency will participate in the sticker activity and listen to the story, occasionally answering comprehension questions.  <b>Above Proficiency:</b> Students above proficiency will actively and respectfully participate in the sticker activity. They will be able to comprehend the story and answer comprehension checks. They will also be able to relate the story to their own life and explain the way they are feeling during the activity.  <b>Approaching/Emerging Proficiency:</b> Most students will participate in the sticker activity with low voice levels. They will be able to express how they felt about the sticker activity. They will also be able to answer comprehension questions.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Picture book will be shown during reading, affirmation examples projected</li> <li>• Auditory: Listening to the story</li> <li>• Kinesthetic: Walking around to put stickers on each other</li> <li>• Tactile: physically placing stickers</li> </ul>
<b>Objective(s)</b> By the end of the lesson students will summarize the events using details in the book "You are Special" by Max Lucado by answering questions during a read aloud and participating in a sticker activity that will make the story more personal. <b>Bloom's Taxonomy Cognitive Level:</b> Understand	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Turning the lights off will indicate that it is time to do the sticker activity silently and respectfully. Students will have a break of a daily 5 rotation in the middle of the story. Give students an idea of what will be coming up before sending them off to their rotation. When they come back, students will do a comprehension check. Students will all do this lesson together as a whole group.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be quiet and respectful with voice level zero unless being called on to answer a question. Remind the students that the lessons have to be very quick so if we want to get through the whole lesson they need to have their eyes and ears focused up on the book. For the sticker activity, students will place the stickers on each other gently and without pushing. They are only allowed to put stickers on people's arms or the back of their hands.
<b>Minutes</b>	<b>Procedures</b>
<b>1</b>	<b>Set-up/Prep:</b> Get stickers ready (a sheet for each student) and the book.
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> With the lights off, students will walk around and place stickers on each other. "We are going to do a quick and quiet activity before reading a story today. I need you to pay very close attention to these rules because once we start I need your voice level to be zero. I'm going to give each of you a sheet of stickers. In your head, you will think about something that they like about a person and put a sticker on their arm the back of their hand (voice level zero). Here are some examples (have examples of affirmations projected). You are going to calmly and gently place the stickers on each other. We don't want anyone slapping the stickers on or pushing so hard that the person loses their balance, right? Alright we are just going to take about 2 minutes to do this. Try to think of something for as many of your classmates as you can. When I turn off the lights, all your voices will turn off and you will get up and quietly start putting stickers on each other. Where are the 2 placed you can put stickers?". Turn off the lights and 2 minutes later turn them back on. "How did it make you feel? Did you find yourself comparing how many stickers you had to others? Did you feel bad when someone did not put a sticker on you? Today we're going to read a story and in the village where the story takes place, people carry around stickers and put them on each other. One thing that is different than how we did it though is that they have

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	<p>negative stickers and positive stickers. We just had positive stickers. Because of this, the characters compare themselves to others even more than we did. Let's start this story and then at the next rotation we'll finish it"</p>	
<b>7</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b>            Read as much as possible or read until Punchinello meets the girl with no stickers. Page 11, "Did you notice that some people only have stars and some people only have dots? If we look back at the page before this though, we can see that lots of the Wemmicks have both dots and stars. What can that tell us about what the other Wemmicks think of them? (Some like them, some don't). Page 13 Why might someone give him a dot for no reason? These people don't know Punchinello, right? They only took the words that others said, and they assumed that those words were right. That wasn't a very nice thing to do." "Brainstorm and think in your head why Lucia's stickers might not stick to her. We are going to stop here and finish the story after the next rotation. I think we might find the answer later on. Keep your stickers on if you can."</p>	
<b>8</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>            "Come back to the front, who can give me a comprehension check. Who and what did we leave off talking about? Finish the story: Page 21: Comprehension check. Do you think Eli will want to talk to him? He has so many dots and I'm afraid Eli might believe the dots rather than Punchinello. Pg 25 That answered our question, didn't it! Pg29. Alright listen closely, I think he's going to explain why Lucia's stickers don't stick.            People's words are like stickers. We know that it doesn't feel good when someone says something bad about you, so let's not do that to other people. We can let peoples words stick to us and stick in our mind, or we can be like Lucia (and like Punchinello is trying to learn) and not let other's words and thoughts about us stick."</p>	
<b>2</b>	<p><b>Review (wrap up and transition to next activity):</b>            Just like the Wemmicks, you are each also special, no matter what other people think of you. Even though it feels good to know when people think of good things about us, that's not what makes you special. Just by being you, you are so special and unique. No matter what you look like and no matter what you can or can't do, you are you and that is enough to make you special. No matter what someone may try to get to stick on you it is better to choose not to let it stick. So, just like Punchinello, we have to try and not let these things stick to us. We should trust that we are special with or without stickers! What do you think, should we be like Punchinello and not let the stickers stick? Everyone take off those stickers and while you're saying it I want you to repeat after me. I am me, that makes me special, I won't let words stick to me. Perfect, now go and throw those stickers in the trash and we'll start your next rotation.</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>Students are participating in 'check for understandings'.</p>		<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>Students can summarize the book and relate it to their own understanding of their own life when they do work on writing for their daily 5.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>            Today's reading lesson was fun, but it did not go exactly as planned. They enjoyed the story, but unfortunately the 20 minutes was not enough time to go into detail about relating the story to their life. Something that did go really well, however, was the sticker activity. I was able to turn off the lights and put on some relaxing background music and they stayed so much quieter than I expected. I was afraid they'd be whispering and laughing but they actually took it very seriously. They weren't just slapping stickers all over each other and it really looked like they were being intentional with their stickers. The story itself was engaging and the students were able to do check for understandings, telling me who and what is happening so far. They were able to call back to moments earlier in the book, for example saying that maybe Lucia's wood was made of a different type of wood since earlier it said that the Wemmicks were given stars or dots based on how their wood looked. The one thing that did not go as planned was at the end when I was trying to explain that they were special no matter if they had good or bad stickers. They liked how it felt to have the stickers and I don't think they understood that although it is good to get compliments, they aren't defined by them, and therefore they don't let those words stick either. When I suggested that they took the stickers off with me, none of them wanted to so I had to improvise a bit and find a way to get the point across while still letting them keep their stickers.</p>		

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Some examples to get you started:

I like that you are kind

I like how you play fair at recess

I like your hair

I like your outfit today

I like that you stand up for others

I like that you are friendly

I like how you listen to the teacher