

### Lesson Plan Template

<b>Grade: 3rd</b>		<b>Subject: Language Arts</b>	
<b>Materials: Printer paper, Clipboards, pencils, George Washington biography</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input checked="" 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 checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)-</b> <b>RI.3.1-Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers</b>  <b>RL.6- Distinguish their own point of view from that of the narrator or those of the characters.</b>		<b>Differentiation</b>  <b>Below Proficiency: Students will receive assistance first from asking their partner. If still needing assistance, the teacher will assist students one on one.</b>  <b>Above Proficiency: Students will have the opportunity to write additional facts about the biography as well as adding illustrations</b>  <b>Approaching/Emerging Proficiency: Students will receive specialized assistance based on needs</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> <b>-By the end of this lesson, students will be able to summarize the article on George Washington and learn the difference between their point of the view and the writer’s point of view</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <b>-Students will be expected to be at voice level “0” during the direct instruction, and raise their hands and be called upon to answer questions. If noise level is getting too loud, the teacher will use a ‘lightning 5’ and wait until students quiet down to continue.</b>	
<b>Bloom’s Taxonomy Cognitive Level: Understanding/ applying</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <b>-Students will start at the carpet in front of the projector. When asked to pair up with partners, students will wait until ‘go’ after the teacher counts down, and will then ‘hi-five’ their partner and hold it to show they have their partner before they begin.</b>			
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b>		
<b>8</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <b>-The teacher will begin the lesson by first explaining to students ‘for this next lesson, we will be needing our clipboards and piece of paper. When I say go, we will grab a piece of paper, grab a clipboard from the back, and meet at the carpet.’ The teacher will then tell them go. Once the students are gathered around the carpet, the teacher will then show the students a paragraph Mr. Luger wrote about North Dakota. The teacher will have pick one student to read it out loud. The paragraph will discuss about how great North Dakota is and how much he loves the cold winter. The teacher will then explain that the teacher does not like the cold or the snow. The teacher will ask, “If I were to read that, does that mean I feel the same way as he does about the snow?” The teacher will then call on students to respond.</b>		
<b>8</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <b>-The teacher will then explain that Mr. Luger’s love of North Dakota is his ‘point of view.’ “Point of view is how we see things. Even though the writer could be talking about facts, these are facts from his point of view. Points of view are different just like we have different feelings about things.” The teacher will then ask students by show of hands who likes pickles and who doesn’t. He will then explain “even though pickles are a real thing, we have different points of view on it. The teacher will then explain that “we will be reading a biography of George Washington. My point of view of George Washington is this:” The teacher will then show some slide on his power point that he knows about George Washington. The teacher will then say “lets see if we can figure out the authors’ point of view on Washington.</b>		
<b>13</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>		

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	<p>-The teacher will then read the story, taking pauses between paragraphs to have students write facts they find interesting about Washington (or making illustrations). The teacher will also ask students what the main idea of each paragraph is, tying in the previous lesson. At the conclusion, the teacher will ask students what they think the author’s point of view on George Washington was, using facts from the text and/or facts they wrote down to support their claims. The teacher will then have students get into partners on ‘go’ and have students share <i>their</i> points of view on George Washington and what they think about him based on the facts they wrote down.</p>
<p><b>2</b></p>	<p><b>Review (wrap up and transition to next activity):</b> The teacher will then call on students and have them share some of their points of view and have them support their thoughts. The teacher will remind students when you read a biography, what does the writer think of this subject. Then ask what do I think of the subject." The teacher will then have students, on ‘go’ put away their clipboards and save their papers by turning them into their folders</p>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p><b>The teacher will walk around throughout the project, providing one-on-one help and assisting the students with the questions they may have.</b></p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	