

## Lesson Plan Template

<b>Grade:</b> fourth		<b>Subject:</b> Language arts	
<b>Materials:</b> computer, screen, and text inference sheet		<b>Technology Needed:</b> computer and screen	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice              cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <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) Explain:	
<b>Standard(s)</b> 4RI.1 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>Differentiation</b> <b>Below Proficiency:</b> The students will hear the different answers for the chart so they will know what to put. <b>Above Proficiency:</b> These students will be challenged by thinking how the intext features that aren't listed help us as readers. <b>Approaching/Emerging Proficiency:</b> We will go over the chart as a class. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: the chart and the book up on the screen.</li> <li>• Auditory: talking about the answers for the chart and reading different aspects within the book.</li> <li>• Tactile: filling out the chart as a class.</li> </ul>	
<b>Objective(s)</b> By the end of the lesson students will be able to pick out intext features and analyze why they are important to the text.  <b>Bloom's Taxonomy Cognitive Level:</b> Analyze			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will be at their table spaces with a chart in front of them. They will be asked to fill out the chart and contribute to the class discussion.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Voice levels zero when the teacher and other students are talking</li> <li>• Contributing to the class discussion</li> <li>• Filling out the chart as we go over the concepts</li> <li>• Having nothing on our table spaces.</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have the book oil and coal pulled up on the screen from epic.</li> <li>• Hand out the intext chart to the students</li> </ul>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Lately you guys have working on intext features. Can someone give me an example of an intext feature?</li> <li>• Today we are going to be looking into why these features are important to the text and how they help us as readers to understand the text better.</li> <li>• The chart that you guys have I am going to be collecting at the end so we are going to be filling it out as a class but I want to make sure that you guys are understanding it, so I am going to collect them.</li> </ul>		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Start looking at the book starting with the title.</li> <li>• What does the title tell us?               <ul style="list-style-type: none"> <li>○ It tells what the book is going to be about</li> </ul> </li> <li>• When we are looking at the table of content why is this important to us as readers</li> <li>• Let's fill out the section in the chart on why the table of content is important to us.               <ul style="list-style-type: none"> <li>○ It lets us know where we can find certain topics throughout the book.</li> </ul> </li> <li>• Now flip the page of the book.</li> </ul>		
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• What kind of intext features do you see on these pages.</li> <li>• Caption and what does the caption tell us about the book?</li> <li>• Can someone read the caption for me?</li> <li>• How can we use this information to benefit us as readers?</li> </ul>		

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	<ul style="list-style-type: none"> <li>○ It tells us that oil is used to help power our cars. So, it is giving us more information on what oil is used for</li> <li>● There are Guide words</li> <li>● How does the guide words help us as readers?             <ul style="list-style-type: none"> <li>○ They help the reader know what words are important to the text and they know these words are listed in the glossary.</li> </ul> </li> <li>● The heading</li> <li>● How does the heading help us as readers?             <ul style="list-style-type: none"> <li>○ The heading helps us know what happens in the text below</li> </ul> </li> <li>● Flip the page</li> <li>● What intext features are happening on these pages</li> <li>● The picture</li> <li>● How does this help us as readers?             <ul style="list-style-type: none"> <li>○ It shows us what an oil well looks like</li> </ul> </li> <li>● Now let's go to the end of the book.</li> <li>● Where there is the glossary and index</li> <li>● Why is the glossary important to us as readers?             <ul style="list-style-type: none"> <li>○ It gives us definitions for the guide words</li> </ul> </li> <li>● Why is the index important to us?             <ul style="list-style-type: none"> <li>○ It helps us find certain key words in the story and where they are listed in the book.</li> </ul> </li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● What are some other in text features that we didn't cover in this book?</li> <li>● How do they help us when we are reading a story?</li> <li>● Now we are going into our next round. When you guys go up and make your choice bring me your sheet that you filled out as a class.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b>          Having the students join in the in-class discussion. When we are looking at the book walk around the classroom and see what the students are doing.</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          When the student's hand in the sheet that they filled out for me. This will show me if they are understanding the concept and what they didn't understand from the lesson.</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> <p>This lesson was a lesson where the students had already gone over all the different types of intext features. For this lesson we were diving into intext features more to know why they are important to readers and how they help them as fourth graders. Since we were diving into the why we use intext features it caused a lot of discussion which is good for the students. We talked about how they have used intext features before and why they were important to them when they used them. To start out this lesson I had pulled a book up on the screen so the whole class could see it. I handed them a sheet that had different intext features listed out on it and place for them to write down why an intext feature was important. As a class we went over each answer for why the intext feature is important to the text. As we were going over this it caused lots of discussion which was great because we just kept learning more. The students were confused what the difference was between the table of contents and the index. We talked a lot of what the difference was and how we could tell the difference. We also talked about what we would use each of them for when we are looking for different kinds of information. I made sure to give examples of time they would have used each intext feature as fourth graders. When we were talking about it the students couldn't explain why the intext features were important to them. They knew what each intext feature was for and what it showed but they were having a hard time to figure out why they were using them. I knew that the students understood why we use intext feature by having continuous discussion about it and the next day the students did a Kahoot on the intext features and the items were clearer to the students. I think it was clearer to the students because we had such a long discussion on each of the text features. Some changes that I would make is put the intext features on the sheet I gave them in order of the way we would talk about them. There was some confusion on what order we were talking about the intext features in. I made sure I was walking around the room and watching what the students were doing to make sure they were filling out the chart and knew where we were at. After the first couple intext features we talked about the students understood better what was happening. When we were done going through the book and what intext features were in there I let the students tell me some of them that we missed. When they were mentioning some of the others it caused more discussion for why they would use them as fourth graders. This was a good discussion because it deepened their understanding.</p>	