

## Lesson Plan Template

11-03-21

<b>Grade:</b> Fourth		<b>Subject:</b> Language arts	
<b>Materials:</b> <i>Dragons Love Tacos</i> book, exit slips, and magnifiers		<b>Technology Needed:</b> computer with a PowerPoint pulled up	
<b>Instructional Strategies:</b> <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"/> Technology integration <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> 4RL.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.		<b>Differentiation</b> <b>Below Proficiency:</b> The students that is below proficiency is going to need a little bit more of an explanation when we are discussing the book. <b>Above Proficiency:</b> The above proficiency students are going to understand what the inference is that we are making and how they are proven. <b>Approaching/Emerging Proficiency:</b> Discussion throughout the story will help them come to an understanding of what inferences are. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: there are the picture in the book</li> <li>• Auditory: discussing of the book as a class</li> </ul>	
<b>Objective(s)</b> By the end of the lesson students will be able to make multiple inferences about the book by reading and discussing the book.  <b>Bloom's Taxonomy Cognitive Level:</b> understanding and analyze		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Voice level of zero when I am reading, and other students are talking</li> <li>• Participating in the class discussion.</li> <li>• Making sure we are in a good fit spot and sitting appropriately</li> <li>• Have walking feet when we are transitioning from table spaces to carpet</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will start out at their table spaces looking at the PowerPoint. When it comes time they will come and sit at the carpet as we read a book. As we are reading, we will discuss the book as a class.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Voice level of zero when I am reading, and other students are talking</li> <li>• Participating in the class discussion.</li> <li>• Making sure we are in a good fit spot and sitting appropriately</li> <li>• Have walking feet when we are transitioning from table spaces to carpet</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have the book <i>Dragons love Tacos</i> ready to read.</li> <li>• PowerPoint up and ready to go</li> <li>• Write on board Clues from text + Prior knowledge = inference</li> </ul>		
<b>10</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Have the students at the at the table spaces with just white board and marker on the table space</li> <li>• Today we are going to be detectives</li> <li>• Start the PowerPoint and go over what an inference is</li> <li>• Stop at the first picture and talk out loud as a class what we can infer from the picture</li> <li>• What observations can we make about this picture?               <ul style="list-style-type: none"> <li>○ The kids are happy, they are celebrating something, and they are playing something on a computer</li> </ul> </li> <li>• Using prior knowledge and our observations what can we infer from this picture?               <ul style="list-style-type: none"> <li>○ The students could be celebrating winning a game on the computer</li> </ul> </li> <li>• Stop and talk about inferences again</li> <li>• Making inferences is like being detective               <ul style="list-style-type: none"> <li>○ We are going to act like detectives today when we are reading.</li> <li>○ Hand out magnifiers</li> </ul> </li> <li>• Before we read our booklets be detectives and make an inference about this passage</li> <li>• In your minds I want you decide which inference is most likely true about Sally in this passage.               <ul style="list-style-type: none"> <li>○ Go through each answer choice and explain why or why not the answer is true.</li> </ul> </li> <li>• Now invite them back to the carpet with just themselves</li> <li>• Have the students come sit at the carpet</li> <li>• Today we are going to read a book about dragons that love tacos</li> </ul>		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

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	<ul style="list-style-type: none"> <li>• On the first page: “what can we infer about the boy in this book?”             <ul style="list-style-type: none"> <li>○ We can infer that the boy loves dragons and we can tell that because he has a lot of pictures on dragons in his room and he has a lot of toy dragons in there.</li> </ul> </li> <li>• Start reading the book.</li> <li>• On page nine where it says, “how does the dragon feel about spicy taco toppings?” ask the students how do we think dragons feel about spicy tacos?             <ul style="list-style-type: none"> <li>○ The dragon doesn’t like spicy tacos.</li> <li>○ Ask the students: How do we know that the dragon doesn’t like spicy tacos?                 <ul style="list-style-type: none"> <li>▪ The dragon is laying down, sticking out his tongue, and has his hands on his stomach</li> </ul> </li> </ul> </li> <li>• Turn to page 7 to prove our inference             <ul style="list-style-type: none"> <li>○ Ask students what happens when a dragon eats one drop of spicy salsa?                 <ul style="list-style-type: none"> <li>▪ A dragon’s ears smoke and it gives them tummy troubles</li> </ul> </li> </ul> </li> <li>• Continue reading the book</li> <li>• How do we think the dragon is feeling about going to the taco party?</li> <li>• Using prior knowledge, I think the dragon is excited to go to the taco party because I would be excited to go to a party.             <ul style="list-style-type: none"> <li>○ Ask the students to tap their head if they think the dragon is excited for the taco party.</li> </ul> </li> <li>• Finish the book</li> </ul>
5	<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></p> <ul style="list-style-type: none"> <li>• When we think back to the first inference, we made in the beginning of the book about the boy             <ul style="list-style-type: none"> <li>○ What was the inference we made?                 <ul style="list-style-type: none"> <li>▪ The boy loves dragons</li> </ul> </li> <li>○ Was our inference right about the boy? How can we tell our inference is right?                 <ul style="list-style-type: none"> <li>▪ The boy worked hard to make tacos for the dragons, and he threw the dragons a party</li> </ul> </li> </ul> </li> </ul>
5	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Can someone tell me what an inference is?</li> <li>• Now we are going to go into our next round.</li> <li>• We are going to have an exit slip to do before you start your round. You are going to be a detective and read this passage and then use the clues to answer the two questions at the bottom.</li> <li>• So, I am going to call your name and then you are going to come up grab a sheet, make your choice, and then when you are done with the exit slip just keep it at your table space.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          When we pause in the middle of reading, we will discuss the different inferences we can make throughout the book. I will call on different students to tell me about the inferences.</p> <p><b>Consideration for Back-up Plan:</b>          I will review what an inference is with the students and give them an example of an inference. Then we will go into reading the book and making inferences about it</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          After we are done with the lesson, they will get an exit slip before they can start their next round. This passage will ask them what is happening and how we know. This will require them to use prior knowledge and context from the passage to come up with an inference.</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>          This was a very engaging lesson. It was good for the students to get up and move so it didn’t seem like the lesson was too long and they were not constantly sitting. The students had been learning about inferencing all week and this lesson I did just was another way to show the students about inferencing. The students loved the book choice of <i>Dragon’s Love Tacos</i>. I could tell that it piqued their interest because of how engaged they were with it. When choosing this book, I tried to be intentional and get something fun like this for them, but I do think that it could be used for more serious books as well. What they learned was reviewing what inferences are and how we make inferences. The students learned that we have to pull prior knowledge and clues from the text to make the inferences. We can make inferences about anything that we are reading. The author has us make inferences, so it captures the reader’s attention because we want to know what happens in the book and our inference was correct. When giving the students the exit slip, I would make a few changes. The order of the questions and the way the one was written was confusing to the students. I would switch the two questions around and change the one question from what is happening to what inference can you make. Transferring to the carpet from the table space I would also remember to remind the students what the expectations are when we are moving to the carpet. There was no misbehavior but if I remind the students what the expectations are there is less of a chance that there will be misbehavior. When the students transitioned back to the carpet, they knew exactly what to do.</p>	

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Exit slip

The grass was long and scratched the back of my legs as I sat down to unpack the basket of food. My dad had made my favorite sandwich, and my sister was so excited about flying her kite.

What is happening?

How do you know?