



Grade: 5 th	Subject: Language Arts																								
Materials: <ul style="list-style-type: none"> - Short Story - Pencil - Laptops - Reading Notebook 	Technology Needed: <ul style="list-style-type: none"> - Create a PowerPoint for teaching the lesson - Students can use their laptops to do practice problems on Benchmark. 																								
Instructional Strategies: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<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)		Guided Practices and Concrete Application: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> Explain:	<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)	
<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)																									
<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)																									
Standard(s) SL.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. RF.4: Read with sufficient accuracy and fluency to support comprehension.14 a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary SL.2: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> - . B. Follow agreed-upon rules for discussions and carry out assigned roles. 	Differentiation Below Proficiency: Student Z will be able to still contribute to the lesson as this can be a topic that has been previously been discussed. This student can try their best when answering questions and working with a partner will help during discussion time. When answering questions on the laptop, these students can do questions that are more geared towards them to engage them while also pushing them to be their best. Above Proficiency: Student A will be able to do this lesson without issues. This student can be focused on what is at hand and answer questions on the laptop that are more challenging and push them for higher learning. Approaching/Emerging Proficiency: Students B will be able to do this lesson. This lesson is geared towards this type of learner. The discussion and questions will push them but also spark previous knowledge that they have about this topic.																								
Objective(s) By the end of the lesson, students will have a basic understanding of reading with expression out loud through group discussion and guided practice. Bloom's Taxonomy Cognitive Level: Remember: Students will remember different expressions that can match a reading to answer questions. Understand: Students will be able to identify the different expressions that are needed for certain readings. Apply: Students will apply their understanding during work and practice time to help them solve questions. Analyze: Students will examine and compare different emotions during their readings and practice questions.	Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students in this category will be able to have the reading read to them and their questions. This can make it possible for them to stay on task, understand the concept, and strengthen their learning through practice questions. • Auditory: Students in this category will be able to get the reading printed out for them to follow along. The student will be able to answer the questions as well. Any discussion questions can be printed out for the students in advance, or will be written on the board. • Kinesthetic: Students in this category will be able to move about if needed during the questions. This can include standing, sitting on the floor, or finding a spot in the classroom that they would like to be in. • Tactile : Students in this category will be able to have the option of using a fidget, to work with their hands in order to stay on task. These students can also move about the classroom if they would like to. 																								
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in their desks during this lesson. They will be paying attention to the story that will be read and interacting with the questions that the teacher will be providing them. During turn-and-talks, students will stay in their spot, but be able to talk with their neighbors. When answering or asking a question, students will continue to follow the classroom rules and raise their hand to be called	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be following the same behavior expectations that they normally do with every lesson. Students will be seated at their desks, with materials ready, and ready to learn. If students have questions or need to answer a question that the teacher has given, then they may raise their hand in order to be called on. Students will be expected to																								

Lesson Plan Template

Date: March 22, 2021

	<p>on. Students will not need to move until the time for working on the computer by themselves to answer questions. When this does happen, students will be told in a group when they can move about the classroom, but laptop screens must be facing the teacher in order to keep an eye on all students.</p>	<p>try their best with the questions, listen during the lesson, and not interrupting when others are talking. Students will be expected to follow along with the teacher and keep their focus to the readings/questions.</p>
Minutes	Procedures	
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Have a PowerPoint created. This is optional. - Have the story that will be read in class already picked out. - Have the questions students will be doing also picked out. 	
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Begin the lesson by introducing the topic of Expression. - Either start the lesson by reading short story or go into the explain section. - It is possible to stimulate students interest by showing a video from YouTube. 	
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Talk with the students and begin to explain why expression is important. - “When we speak, the expression that we have in our voice tells our listeners the mood. Are we happy or sad? Is it important? Our tone of voice gives our listeners information. Listeners can use many clues such as the expression on our face or body language. Then, when they hear our tone of voice, they can see what our mood is.” - “How have facial expressions, body language, or tone of voice helped you figure out a friend’s mood?” - Wait for responses. - Ask students different questions. “What tone of voice would you use to tell a friend about winning a game?” “What about if you lost the game? How might your face or body language change?” - “What tone of voice would you use to talk about a missing pet?” - “How might your expression change when you read about different character and what they say”. “When I am reading out loud or to myself, I try to make the emotion that the character is feeling, which also helps me understand more. - Your tone of voice, face, and body help listeners figure out your mood. Remember, reading with the correct expression helps the passage sound right and make sense. 	
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Now get ready to read with the students. - ‘The story that we will be reading today is called _____’ - This story is a mystery. I know several things about the mystery books. I know that the mystery books can start out a bit confusing, scary, creepy, or thrilling. But towards the end of a mystery there is a solution and it becomes a different mood. Listen to the two moods that will be portrayed in the story. - Read the story. - Have students follow along. - “Now I will read the part of the mystery again, but this time I will be reading it a different tone.” - Read the story in a happy mood. - “Now students, turn and talk with your table to compare and evaluate the two types of readings. Think about how each reading affected them as listeners. Write down your ideas.” - Ask students to share their thinking. - Now create an anchor chart with the students. - In the anchor chart include. 1. We do not use the same tone of voice for everything we read. 2. Our tone of voice should match the mood of the passage. 3. We can figure out, or anticipate, the mood from the genre, title, and other clues. 4. We use the author’s or characters words to confirm their feelings. 5. Reading with expression helps with passage sound right and make sense. 6. We use pacing, pausing, inflection/intonation, and phrasing to read with expression. - Now it is your turn, go to Benchmark on your laptops. Do sections _____ (have these written out on the board for students. - Students will be doing the problems just by themselves, no partner work. - When students finish their work, they may work on their play writing. This can engage the students when writing their play to add in expression and help the characters mood. Students might have already started the days before, but they may finish them. - Give the students time to work on their problems and get an understanding. 	
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Once the students have worked for their amount of time then they could put their things away to move onto the next 	

Lesson Plan Template

Date: March 22, 2021

	<p>lesson.</p> <ul style="list-style-type: none">- Give students a time limit, such as “You have 5 more minutes of work time. “ To make sure students can complete what they need during their work time.- Ask students to return to their desk and put their laptops away.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?) <p>During the lesson I will be able to see what my students know by listening to their responses and how they engage with the activity. Students will be able to have an example, but I will want to see what they understand by their responses. Students will also be doing work on their computers to do practice problems and gain an understanding through answering questions. This can help students who are at different reading stages to pick an area that best suits their needs in order to focus, learn, and challenge them as readers and learners.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will be showing their learning by taking a quiz at the end of the week. This quiz will show what they know by answering questions on each topic that the week talked about. Through the quiz, I would see if the students gained an understanding of expression through their answers and how it correlates to their reading.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>What went well?</p> <ul style="list-style-type: none">- Students already have known about this topic, it has been discussed before. This made the learning easier for them as it was not a whole new concept.- The students were engaged with this lesson, they knew the topic, and they followed directions.- Students would give me example when I would ask questions. <p>What did the students learn?</p> <ul style="list-style-type: none">- The students learned about the importance of expression.- That the way we speak can change the mood of the story or how a character feels.- Students also got to practice by reading the story two times, one in the wrong expression and one in the right expression. <p>How do you know?</p> <ul style="list-style-type: none">- I was walking around listening to the students read to identify if they have a good understanding of expression.- Students were answering my questions, nodding and following along, as well as engaging with the instruction. <p>What changes would you make?</p> <ul style="list-style-type: none">- The lesson was taught differently from the start. The time was a factory, but we started out with the anchor chart instead and talked about it. We then moved on to the story portion. I had the students read it to a neighbor or table partner, which was much better. Students were more engaged since they got to practice as they were learning. I did have some students give examples of monotoned voice, so they could hear it before the reading as well.- Once the students were done with the lesson, they got to start reading their plays. This was to themselves, but next time I would have them practice their plays with a partner or the group in each play. Since the expression lesson and practicing a play go hand-in-hand, I would do these together.- I think the lesson went well and it really helped that they already knew about this topic so that had a good understanding.	