

Source of Evidence: Lesson Plan

Teacher Candidate Name:	Date of Observation:
Ages/Grades of Students:	Number of Students in Class: 18
Number of Students having IEP/504: 0	Number of Gifted Students: 0
Number of Students who are ELL: 7	
Lesson Title: Kevin Henkes's Author Study: <i>Sheila Rae, The Brave</i>	
Context: Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interested, and language proficiencies. _____ has a class of 18 students. Her class is well-behaved, follows direction, and is eager to learn. Students' academic ability levels vary. Seven students are English Language Learners. Two of the students who are learning English are very new to the English language and need frequent, direct instruction and repetition. These two students also receive daily pull-out services with the ELL teacher, _____. They benefit best from one-on-one instruction where they have an adult's full attention to assist with instruction and understanding/linking English vocabulary. Another ELL student receives daily direct instruction for a part of her day with the paraeducator _____ working on reading, writing, and spelling.	
Lesson Learning Target(s)/Objectives a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. <u>Learning Target:</u> I can differentiate between facts and opinions. <u>Objective:</u> After briefly reviewing, the difference between a fact and an opinion and after listening to the story <i>Sheila Rae, The Brave</i> , students will complete a writing activity where they write one fact and one opinion related to <i>Sheila Rae, The Brave</i> . c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.	
Students' Baseline Knowledge and Skills Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Students have background knowledge of the author Kevin Henkes and have been explicitly exposed to three of his books in class prior to this lesson. Students have previously learned about the differences between fact and opinion. Students have also practiced writing their opinions via regular learning log writing prompts. Students practice their writing skills every day. They know their expectations for writing are to write in complete sentences and do their personal best.	
Formative Assessment (Rubric)	

Describe and include the formative assessment(s) to be used to measure student progress during this lesson.

The distinguishing between fact and opinion exercise for the book *Wemberly Worried* will serve as a guided practice activity students will complete in groups to practice identifying and being exposed to forms of facts and opinions.

The students' independent assessment involves them writing 1 fact and 1 personal opinion related to the story *Sheila Rae, The Brave*.

Resources

Identify the resources and assistance available to support your instruction and facilitate students' learning.

- At least one copy of *Wemberly Worried*
- 4 copies of *Sheila Rae, The Brave* (each table group can have a book while working on their independent assessment and utilize it if needed)
- Sentence strips: 4 fact and 4 opinion related to *Wemberly Worried*
- 18 fact and opinion worksheets
- Pencils
- Crayons
- Glue stick

Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. This section should outline the who, what, when and where for the lesson's instructional strategies, activities, and assessments.

Beginning

Engagement/Review— *Who enjoyed the story of Wemberly Worried yesterday? Yesterday we talked about problems and solutions in stories. You were detectives and discovered the problem and solution in Wemberly Worried. What was the problem in this story?* Allow for student response. Write down student response on board next to words "Problem:" *What was the solution in this story?* Allow for student response. Write down student response on board next to words "Solution:" ***Great work, reading detectives!*** *You are practicing being good readers, identifying story elements in the stories you read. Now, let's shift our focus.*

Review – *You have practiced identifying facts and creating opinions in your writing. It is important to know the difference between facts and opinions. What is a fact?* Allow student response. As student are responding, write responses under "Fact" on whiteboard. Looking to write something like: a fact is a statement that can be proven, a fact is something that is either true, a fact is information that is given to you to be true, a fact cannot change, facts end in periods. *Give me some examples of facts.* Allow students to respond. Write student responses on board under "Examples of facts." *We have defined and given examples of what a fact is. What is an opinion?* Allow time for student response. As students are responding, write responses under "Opinion" on whiteboard. Looking to write things like: an opinion is what someone feels or believes, an opinion is what you think. *What are key words that tells you something is an opinion?* Allow student response. Write student responses on whiteboard under "Key words of opinions." Looking for examples such as: I think, I believe, I feel, I like, I dislike, Maybe, the best thing about...., the worst thing about...., in my opinion. *Give me some examples of opinions.* Allow students to

respond. Write student responses on board under “Examples of opinions.”

Introduce learning target – *Our learning target for this lesson is: I can differentiate between facts and opinions.* Write learning target on board and have students repeat.

Transition—*Let’s massage our gray matter. You are going to apply what you know which helps your brain make more connections. Now that we have talked about differences between facts and opinions, you are going to practice applying your knowledge in our next activity.*

Activity (guided practice)—*For this activity you will be given 8 strips of paper. Each paper strip has a sentence on it and it is your job to decide if that sentence is a fact or an opinion. All sentences have something to do with Wemberly Worried. You will work with your group to talk out the sentences and make decisions. Please return to your table groups and I will pass out the paper strips to you. Allow students time to return to seats and begin distributing paper strips to each table group. Give students 4-5 minutes to complete activity. When your group is finished, come up to our Wemberly Worried chart and add your tally to either the “I liked this story” or the “I disliked this story” side.*

Transition—*Please, move back to the floor.*

Activity (read aloud)—Introduce and read aloud *Sheila Rae, The Brave*. Ask questions throughout the story.

Transition—*In the alone zone, think about some facts about Sheila Rae, The Brave. When you get back to your seats, you are going to write down one fact and then one opinion related to Sheila Rae, The Brave. You will need a pencil and your crayons. Please, head back to your seats and I will pass out the worksheets to you. Allow students time to head back to their seats and distribute fact and opinion worksheets. **One student will need a glue stick for her differentiated assessment***

Activity (independent assessment)—Students will work on writing one fact and one opinion related to *Sheila Rae, The Brave*.

Describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)

Two ELL students are new to the English language and rely on extensive one-on-one direction and guidance from an adult when writing and communicating. For these two students I will provide a different independent assessment. Both students will receive a worksheet that shows the different types of punctuation (, , ! , ?). Students will look at sentences and will practice identifying which sentences end in a period, exclamation point, or question mark. If a student finishes this exercise and there is time left, they may draw a picture related to *Sheila Rae, The Brave*.

For another ELL student who has displayed delays in understanding numbers and reading related work I will modify her rubric for the formative assessment. I still expect her to do her personal best with the problem/solution worksheet, but my rubric for her will go as follows:

4 Student is able to verbally tell me one correct fact related to *Sheila Rae, The Brave*. Student may do some thinking before her response, but demonstrates confidence in her response. Student is able to verbally tell me an opinion she has related to *Sheila Rae, The Brave*. Student may do some thinking before her response, but demonstrates confidence in her response.

3 Given 4 sentence strips—2 with factual information and 2 with opinions—student is able to distinguish between fact and fiction by reading the sentences on her own or having someone read the sentences to her

with 100% accuracy.

2 Given 4 sentence strips—2 with factual information and 2 with opinions—student is able to distinguish between fact and fiction by reading the sentences on her own or having someone read the sentences to her with 75% accuracy.

1 Given 4 sentence strips—2 with factual information and 2 with opinions—student is able to distinguish between fact and fiction by reading the sentences on her own or having someone read the sentences to her with 50% accuracy.

0 Student did not attempt.

Identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students

- What is a fact? What does a fact look like?
- Give examples of facts.
- What is an opinion?
- What are key words to use when giving your opinion?
- Give examples of opinions.
- Questions/thinking prompts during read aloud:
 - In the alone zone, think about something you did that you thought was brave.
 - What is the setting of this story?
 - How would you feel if you were walking home on a way you were unfamiliar with?
 - How would you describe Sheila Rae?
 - How would you describe Sheila Rae's sister, Louise?
- Provide one fact about the story *Sheila Rae, The Brave*.
- Provide your opinion about the story *Sheila Rae, The Brave*.

Co-Teaching

Will this lesson be co-taught (yes or no)? (A “yes” answer is mandatory during clinical experiences). Yes

If yes, which co-teaching approach will be used? One teach/one assist
(One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching)

How did you co-plan your lesson with your P-12 clinical educator? Mrs. Dodd and I discussed lesson plan ideas together. As I went about creating the lesson, I asked Mrs. Dodd for her approval, suggestions, and overall feedback and adjusted my lesson to fit what she wanted me to cover for her students. Our students have been learning about and have been practicing applying factual sentences and opinionated sentences, so the independent assessment activity for this lesson provides them an opportunity to apply their prior knowledge.

Explain why this co-teaching approach is an appropriate instructional choice for this class and content. One teach/one assist is appropriate for this lesson because it allows Mrs. Dodd opportunity to help students as I deliver whole group instruction. As students are working on their work independently, both of us are available to wander around the room to check for student understanding and answer questions when needed.