

Lesson Plan Template

Grade: 3rd	Subject: Reading
Materials: Book, Pictures, Projector, Paper	Technology Needed: Computer, projector, and PowerPoint
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice cooperative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list)	Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:
Standard(s) 3. RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Differentiation Below Proficiency: Read the title of the poster for students who struggle to read and list off some of the key points of the picture. Say: soccer players play on a large field and work as a team to score goals. While saying this, point to the objects on the picture for students to see. For students who struggle writing out their predictions, I will have them draw pictures of the inferences they made and what they think will happen next. If possible, I will have them label their drawings for more clarification. Above Proficiency: For students who are above proficiency, I will have them write out their inferences and predictions in complete sentences. I will challenge them to explain the reasoning behind their predictions. If they finish early, I might have them make a prediction on what they think will change in the upcoming year in relation to covid guidelines. Approaching/Emerging Proficiency: Emerging students will work to write down a few inferences they found in the picture and use their prior knowledge and inferences to make a prediction about the picture. They can make a prediction about what the player will do or how the game will end. Modalities/Learning Preferences: <u>Visual Intelligence:</u> Reading a book at the beginning will spark their curiosity. I will use a PowerPoint with a picture for them to analyze. Using pictures of things, they are interested in will keep them participating. <u>Auditory:</u> Having the students listen to the book at the beginning will help pique their interest. <u>Tactile:</u> Writing out their predictions and inferences will keep the students engaged. If possible, I will have them come up to the board and point to the different elements to the picture. <u>Kinesthetic:</u> Having the students take turns coming up to the board and pointing to the different elements of a picture allows them to stay focused and refocus on the activity.
Objective(s) Students will: Make predications based on a photograph. Identify visual clues that suggest what will happen. Make inferences about a photograph. Bloom's Taxonomy Cognitive Level: Understand and Create	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During lecture students' voices will be off, they will be sitting respectfully, and their eyes will be focused on the materials. During individual work time, students will stay seated at their desks and work quietly.
Classroom Management- (grouping(s), movement/transitions, etc.) Large group/lecture discussion: Students will have their listening ears on, and their voices off. Students will be sitting with their hands in their lap, and their focus will be on the teacher.	

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<p>Individual Work: Students will work quietly with their voices off to complete the activity. If they have questions, they will raise their hand until the teacher can assist them.</p> <p>Clean Up: Students will all participate in clean-up efforts. Materials will be put away and completed worksheets will be turned into the teacher.</p> <p>Transitions: Teacher: "Okay class, once you have finished the assignment, put your materials away, turn it in, and start getting ready for the next subject."</p>	<p>During clean up time students will use their walking feet, put materials where they belong, and take out the next subjects' materials.</p> <p>During transition phrases students will stop what they are doing and focus their attention on the teacher with their voices off.</p>
Minutes	Procedures
3	<p>Set-up/Prep:</p> <p>Pick out an appropriate book to start the class.</p> <p>Print out handout for making inferences.</p> <p>Open and set up PowerPoint to display on the board.</p>
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Select a fiction book to read to the class to begin the lesson. Make sure it is a novel that can be used to model making inferences. Show the cover of the book to the class and ask them to make observations about what will happen in the book. Before the beginning of each page ask them to rethink their prediction based on the new information.</p> <p>When the book is over, ask students how they made predictions about the book.</p> <p>Ask them if they used the title? The pictures? Their previous knowledge?</p> <p>Then go on to explain how we make predictions.</p>
15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>To introduce making predictions, I will say, "If I see that it is snowing hard and it is very cold out, I think about other times these things have happened. I can predict that we will not go outside for recess.</p> <p>I will then ask the students, "What can you predict will happen after school if it is snowing hard and is very cold?"</p> <p>Next, I will have the students turn and talk to their neighbors and discuss at least three things they predict will happen after school if it is snowing and cold out. After they have discussed for a minute or two, I will ask a few students to share their predictions with the whole group.</p> <p>I will then say, "As I observe the things around me, I can use clues from what I see along with what I already know to figure out what is going to happen. Snow and cold temperatures are clues. My past experience tells me that when these things occur, it isn't safe to play outside. I can predict that school might be canceled the next day. Good readers know how to analyze clues and, in a text, and relate them to what they already know to predict what will happen next in a text. "</p> <p>To introduce making inferences, I will display an image on the board. (Image A) I will draw students' attention to the location of the picture, the players in the picture, and the position of the player in relation to the ball.</p> <p>I will explain how when we look at this picture, we want to figure out what it shows. To do that, we need to look for clues. Then we think about similar situations we have observed. Based on the clues we see and our knowledge, we can make an inference, or decide what is going on in the picture. Let me show you how I do it.</p> <p>The teacher says, "The picture shows two soccer players on a field with a referee. I know that soccer players work as a team to score goals for points. The soccer player in the blue and red jersey has brought back his leg as if he is getting ready to kick the ball. I can infer that the soccer player is either getting ready to send a long pass to his teammate or try to score a goal.</p>
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Now, I will have students generate and write down their inferences on the handout. As a class, we will discuss the prior knowledge that supports our inferences.</p> <p>After the students have written down their inferences, they will work on making a prediction. I will ask students to predict or guess what is happening in the picture and what they think will happen next. I will remind students to use their knowledge and the clues in the picture to help them.</p> <p>For students who are struggling or below proficiency I will provide the following sentence frames:</p> <p style="padding-left: 40px;">I can predict that _____.</p> <p style="padding-left: 40px;">Clues that support this prediction are _____.</p> <p style="padding-left: 40px;">One thing I already know about soccer players is _____.</p> <p>I will walk around the room asking students what their predictions are and why they made that prediction. This is an easy way for me to check their knowledge and understanding while providing them support if they are struggling.</p>
5	<p>Review (wrap up and transition to next activity):</p> <p>I will ask and have the class discuss the following questions:</p> <ul style="list-style-type: none"> ▪ Why is it important to make predictions? How do predictions help you understand books? ▪ How did making inferences help you understand the picture? ▪ How do the clues in the photo help you predict what will happen next? <p>Remind the class that you can make predictions about text, too. Mrs. Baker will help you practice looking for clues in a text and making predictions about the text.</p>

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Formative Assessment (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This was the best lesson that I taught in my second week of practicum. It really got all the students engaged because they are all very interested in these soccer players and their teams. From the very beginning, I had them hooked on what I was going to teach. Having content that interested them was what kept them focused throughout the lesson. I will definitely take this into account when I create my later lessons. I was happy with their enthusiasm and engagement in the lesson.

During the direct instruction, the students were focused and respectful. When a student got off task, I gave them a verbal reminder to stay on task and participate in the group discussion. My PowerPoint was helpful to them and clarified where exactly they needed to look to make a prediction. I really had to be careful to have students share out but to keep in relevant. As we know third graders like the spotlight, so I needed to guide their answers to stay on topic and thank them for sharing before moving on to the next student. One of their favorite things to predict was what their pet's reactions would be when they got home.

When having the students work independently, some of them struggled because they aren't at grade level for writing. There are about five students total who cannot form sentences and barely write anything on the worksheet. I have thought a lot about how I could have changed the lesson to better suit these kids and a few things I thought of was providing more sentence frames for them, maybe having a matching worksheet instead of freewriting, or having them verbally share out in groups instead of doing worksheets. If I were to use this worksheet again, I would have some of the sentence frames printed on them so that the students who need the extra support have it right in front of them and just have to fill in their answers.

Since their desks are all six feet apart, they didn't know who to group up with and visit. Some students found a peer to talk to and some just sat there confused about what they should be doing. In order to fix this, at the moment, I acted as their partners and had them share their ideas with me to get some discussion going with those students. In the future, I will use more of a group share to have them discuss or split them into groups before I have them share so there isn't any confusion.

In reviewing what we learned, I was super excited that most students had understood the lesson and were starting to make connections in their own lives in relation to the lesson. The students responded confidentially to the wrap-up questions and were eager to share their answers with the class.

Overall, I was pleased with how this lesson went and with what the students took away from it. I felt like I did a good job introducing the topic and getting their minds working and thinking about making predictions. The students were engaged and respectful during the lesson and responded well to my directions.



Image A

Lesson Plan Template

Name: _____

Directions: Write down your inferences after looking at the picture. When you have finished writing your inferences down, start to make predictions about what you think will happen next if the picture came to life.

Inferences: Feelings, where characters are, what characters are doing, and why characters are doing something.	Predictions: What will happen next! I think he will... I predict she's going to... Next, I think they are...