

Lesson Plan Template

Grade: 4		Subject: Language Arts - Writing	
Materials: Teacher example of story board		Technology Needed: not applicable	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.W.3. Write narratives* to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events. 4.3.1 Students develop personal works of art based upon themes, symbols, and ideas* discussed.		Differentiation Below Proficiency: peer collaboration Above Proficiency: independent work Approaching/Emerging Proficiency: independent work with opportunities to collaborate with peers Modalities/Learning Preferences: Visual, auditory, hands-on, creating, peer collaboration	
Objective(s) By the end of the lesson, students will be able to create a new ending to The Horned Toad Prince that logically follows the events of the first part of the story. Bloom's Taxonomy Cognitive Level: Synthesis			
Classroom Management- (grouping(s), movement/transitions, etc.) -Give time updates so students know when to begin wrapping up.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students are not to be working on other homework.	
Minutes	Procedures		
1 min.	Set-up/Prep: -Ask students to open to page 116 of their reading books.		
5 mins.	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -teacher reads The Horned Toad Prince up to page 120, then stops. This is where students create their own ending.		
5 mins.	Explain: (concepts, procedures, vocabulary, etc.) -After the reading, have students turn back to page 120 and tell students they are going to create a new ending to the story starting with Reba Jo's hat flying down the well. -Give students chance to turn and talk to brainstorm ideas. -Give students my own ideas. -Explain to students they will have 15 minutes to create their ending.		
15 mins.	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Students write their new ending to The Horned Toad Prince. -Teacher walks around, helps stimulate students who are struggling to think of an idea, monitors students who are not writing. -Give students time updates.		
25 mins.	**ART -After 15 minutes of writing, students will create a storyboard of the new story they created. The storyboard must have 4-5 images and short descriptions for each picture. -Show students an example of a storyboard.		

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	-Students will have the rest of class to work.	
5 mins.	Review (wrap up and transition to next activity): -Allow students time to share their stories and storyboards in their table groups	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. -Monitoring frequently asked questions. -Monitoring students' use of time. Consideration for Back-up Plan: -Instead of a story board, have students create a mini book.	Summative Assessment (linked back to objectives) End of lesson: not applicable 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?): The students enjoyed getting to create their own endings to The Horned Toad Prince. There really was not any writing requirements, such as number of paragraphs, number of sentences, etc. I found that not stressing the students with requirements for a writing assignment really helped them focus on being creative and writing as much as they needed to create a new ending and a storyboard. Some students wrote full pages and then some with great ease. They also enjoyed getting to create a storyboard for their new endings. Drawing and coloring is a fun change of pace from the traditional worksheets. Some, but not all students were really eager to get to share their stories on Monday. Some changes I would make to the lesson are giving more specific guidelines. I did not take into consideration that some students would create inappropriate endings in which I had them change to appropriate endings. The students need to have more specific guidelines so they know what is and is not okay to write about for their assignments. Also, in the future I should maybe try and give guidelines for a more specific ending. I wanted the students to be creative for the assignment, but in the end, some of the endings were completely out there and disconnected from the beginning of the story. Perhaps I could give the students the guideline that the ending needs to be realistic. In addition, in the future I should require that I need to read their writing before they have the okay to begin their storyboards. Some students brought their writings up to me to look at, and I did not learn until later that their teacher always has them bring him their writings so he can read them and initial them. If I would have done this, I would have been able to correct inappropriate endings sooner. The lesson was fun for me because students were excited and engaged. Their turn and talk opportunities to brainstorm were full of ideas. They were excited for me to preview their stories and peek at their storyboards. I think a change of pace every now and then is really what the students need to spark their interest, imagination, and creativity.		