

ISOLAR LESSON PLAN FORMAT

Age Level: 3rd Grade

Subject(s) Area: Language Arts

Materials Needed:

- Sheet of big paper for each group
- Markers
- Reading books
- Smartboard for video

Standards:

Code and description: 3.RL.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Objectives:

What will the students know or be able to do?: Students will be able to compare the literary elements (character, theme, and settings) of two stories.

Cognitive Level of Lesson (Bloom's Taxonomy): Evaluating

Learning Activities:

Opening Element: Watch video on Comparing and Contrasting (video provided with online version of the reading textbook)

Reflective Questions: "Today we will be comparing and contrasting the characters, settings, and themes from two stories from your textbook."

"Who can tell me what a character is? "Who can tell me what a setting is?" "What is a theme?" "What is the difference between compare and contrast?" "Why is comparing and contrasting helpful? How can it be used while you read other books?"

Technology: Video from Pearson

Required Vocabulary:

- Character: Person animals, and things in the story.
- Setting: Where and when the story takes place. Usually a time and place.
- Theme: Central message or main idea of a story. Also could be a lesson that is learned.
- Compare: How two things are alike.
- Contrast: How tow things are different.

Instructional Methods:

1. Venn Diagram of Character, Theme, Setting in three groups

- a. "Today we are going to work in groups to create Venn Diagrams to compare and contrast the literary elements in two different stories, just like they did in the video."
 - b. "We will be comparing and contrasting the stories When Charlie McButton Lost Power and Kumack's Fish from your reading books."
 - c. Hold up one of the premade Venn Diagrams
 - d. "What goes on the outside of the two circles?" "What goes in the middle of the two circles?"
 - e. "You will be working in small groups to create a Venn Diagram, but first we are going to silently brain storm at our desks."
2. Individual Brainstorming
- a. Ask the students if they have any questions
 - b. "When I tell you to go, I would like you to go back to your desk, get your reading book and your dry erase marker out, and start brainstorming ideas to write on your diagram
 - c. "Remember this is a silent brainstorming time."
 - d. After 3-5 minutes, tell the groups what their literary element is and their group tasks
 - e. Excuse them to go to their diagram and work as a group to fill it out.
 - i. "Group 1 will compare and contrast the theme,
 - ii. Group 2 compare and contrast the setting,
 - iii. Group 3 compare and contrast the characters."
 - f. Invite separate "Your individual tasks will be on the papers on top of your Venn Diagrams."
3. Explain group tasks (See Attached)
- a. "Each person in your group will have a task that they are expected to be in charge of during the group work"
 - i. Recorder: Writes down information on the diagram
 - ii. Presenter: Presents their diagram to the class at the end of the period
 - iii. Material Mover: Gets any materials that the group needs for the project
 - iv. Monitor: Makes sure that the group is following the directions and have all the information that they need on the diagram
 - v. Discussion Director: Makes sure everyone in the group has a chance to talk.
 - b. "Once you have your tasks you may start your group work."
4. Present your Diagram to the Class
- a. Give Students 5 and 2 minute warnings to finish
 - b. Once time is up students will return to their seats leaving the poster on the ground.
 - c. "When it is your groups turn to present your Venn diagram, the Material Mover will pick up the poster and hold it up in the front of the class to see. The Presenter will then present the diagram to the class."
 - i. The whole group may stand at the front of the class during the presentation
 - ii. Remind students about respectfully listening to their classmates while they present

Guided Practice Strategies: Whole group review of literary elements and compare and contrast using a Venn Diagram. Students will work together to compare and contrast literary elements of the two stories. Scaffolding will occur as I walk around to monitor the students' group work and listen to their conversations. Direct instruction has already taken place earlier in the year, this lesson is a review on Literary Elements and Comparing and Contrasting stories.

Independent Concrete Practice/Application: Students will brainstorm ideas at their desks on their own before they move to working with their group.

Differentiation: Differentiation will happen during the group's discussion of the literary elements. Also with the questions that I prompt during their work time. For example, having them think about how these stories compare to stories they have read on their own or how the diagram would change if I had picked a different story from their reading book.

Wrap-Up: The wrap up will be when the students present their Venn Diagrams to the class.

Assessment:

Formative: The Venn Diagram will be used as a formative assessment to see how well the students are understanding compare and contrast and the literary elements.

Individual Measurability: Each student has their own job for the group work.

Summative: See attached.

Reflection:

Today I taught a lesson on comparing and contrasting to my class of third graders. I thought that my lesson was very successful for one of my first experiences teaching. There are a few aspects of the lesson that I would keep and a few aspects of the lesson I would change. I also have a few ideas that I could add to make my lesson even better.

Some aspects that I would like to change or improve after teaching the lesson are being clearer with my directions because I had a lot of questions being asked about the same activity. I could tell that it was because I did not give very good directions, so I need to work on that skill. I also would like to change the way the connections of the activities. Even though all of the different activities of my lesson were all about comparing and contrasting I should have been more vocal about how one activity worked into another. Another aspect I need to improve on is creating a grabber at the beginning of my lesson and a closer at the end of it. As I was teaching my lesson and I could tell that it was coming to a close, I realized that I did not have anything prepared for the end of it. So, I ended up just awkwardly ending it by asking Mrs. Renner what she was going to do next. I think that closers are important, especially for transitions into a new subject. This is a skill that I really need to focus on learning and getting better at it. One more idea I would like to improve about my lesson was how I explained the tasks of the members of the groups. I did not clarify very well what each members task was so the students were a confused by that.

There were also many aspects of my lesson that I would keep if I ever taught this lesson again. The first is that I created the Venn diagrams the night before and labeled them for the students. This cut down on time during the lesson and the students had no questions about what information they were looking for or where to write the information. I would also keep my transitions from individual brainstorming and group work. When I gave the students the directions to do their group work, I did so by going to each individual group, while the rest of the class was still brainstorming. This created an environment where the students always had something to work on and there was no lull time. The group work is another aspect of my lesson that I would keep, along with the tasks that I gave the individual students. The tasks were able to keep the students on task and kept the students engaged in the group work because they were all concerned with completing their tasks. I would also keep the presentations of the groups work. This is a great way for the students to see each other's work and for some students to work on their speech skills.

One idea Mrs. Hager gave me was to display the students work after they were done presenting it. I thought that this was a great idea and would like to add it to my lesson next time because it is always a positive thing for students to see their work on the board. Overall I thought that my lesson went well and that the students had fun and learned.

Recorder: Write down information on the Venn Diagram in the correct locations

- First use a scratch sheet of paper to write down ideas
- Second transfer ideas to your Venn Diagram

Presenter: Present the Venn Diagram to the class at the end of the period

- Make sure to talk loudly and clearly

Material Mover: Get any materials that the group needs for the project

- Pick up scratch paper and markers for your group to start with

Monitor: Makes sure that the group is following the directions and have all the information that they need on the diagram

- Before time is up make sure the Venn Diagram has at least 2 ideas in each of the section

Discussion Director: Makes sure everyone in the group has a chance to talk.

- Ask someone if they have an idea to use for the Venn Diagram if they have not had the chance to talk

Group One Directions:

- Use your Venn Diagram to compare and contrast the themes in the stories of When Charlie McButton Lost Power and Kumak's Fish
- Please be respectful of everyone in your group
- Work together
- Make sure everyone knows what their task is
- If you have a question raise your hand

Group Two Directions:

- Use your Venn Diagram to compare and contrast the settings in the stories of When Charlie McButton Lost Power and Kumak's Fish
- Please be respectful of everyone in your group
- Work together
- Make sure everyone knows what their task is
- If you have a question raise your hand

Group One Directions:

- Use your Venn Diagram to compare and contrast the characters in the stories of When Charlie McButton Lost Power and Kumak's Fish
- Please be respectful of everyone in your group
- Work together
- Make sure everyone knows what their task is
- If you have a question raise your hand

