Project IMPACT: Co-Teaching Lesson Plan Template

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| Date: Story: Chapter: Location: | | |
| **Content – Desired Results** | | |
| Priority Concept(s): | * Identify Character Traits | |
| Essential Question(s)/Daily Lesson Objective:   * Students will describe character traits of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ from Chapter \_\_\_. * I can describe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s character traits. * I can describe \_\_\_\_\_\_\_\_\_\_\_\_\_\_’s point of view/how she felt in Chapter \_\_\_\_\_\_\_\_. | | |
| General Standard:  RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | | |
| Extended Standard:  *RL.3.2 Associate details with events in stories from diverse cultures.*  *RL.4.2 Identify the theme of a familiar story, drama or poem.*  *RL.5.2 Identify the theme of a story, drama or poem.* | | |
| **Repeated \_\_\_\_\_\_** (e.g., concept, storyline, main idea, key definition)  Story Specific:  Contents Specific: “*Traits tell you about a person, place or thing.*” | | |
| **Product – Assessment Evidence** | | |
| Performance Task  Target Product:   * Engage in peer discussion   Modified Product:   * Utilize sentence starters to engage in peer discussion | | Other Evidence:  Show peer in text  Engage instructor in discussion |
| Self-reflection / Self-assessment:  -What did you enjoy/not enjoy? Why?  -What do you think will happen in the next chapter? OR What do you think will happen next in the story? -What is your favorite part of the book or character so far? Why? |
| **Process – Learning Plan** | | |
| Vocabulary: CTD: 0 sec/3-5 sec (circle one)  Story Dependent:   * mother: a woman who raises and takes care of her child * lie: to tell something that is not true * \_\_\_\_\_\_\_\_\_: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Vocabulary: Incidental Language throughout lesson, ELA content word wall and notebook Content Dependent:   * Character: the people or animals in a story * trait: something that makes one person, animal, or thing different from another * describe: retell an event, person, place, or thing using traits and details * details: a small part of something larger * sort: put things that are the same or similar into a group | | |
| Suggested Strategies for Instruction:   * Model Lead Test * System of least prompts for comprehension * Written out sentence starters (as needed) | | |

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| Lesson Activities (Can do only 1 Activity per day) | Materials Needed |
| 1. Review information from prior lessons    1. Highlight information that will be important for chapter used in this lesson    2. Review Story Map and all pieces that have been added thus far    3. Review Characters, setting, sequence of VIP story events, all repeated lines to this point 2. Teach vocabulary through CTD 3. (Prior to reading choose your discussion activity in #4 below. Some activities are completed during reading) Read \_\_\_\_\_\_. (Various short stories, chapters from familiar stories, articles, etc can be substituted here to repeat lesson)    1. Comprehension questions during read: -*Who could the white bird be? -Why did Tinkerbelle tell the boys to shoot the white bird? -Why were the lost boys scared to see Peter?*   *-Was it the right decision to tell Peter the truth?*  *-Why did the Lost Boys build Wendy a house?  - How did you feel when Wendy fell from the sky?*   * 1. Characters, vocabulary, settings: - Tinkerbelle -Wendy -Peter -The Lost Boys   2. Important events: - Hook look for the lost boys and they get away -Lost Boys see a white bird and Tinkerbelle tells them to shoot it -The Lost Boys shoot the white bird, which is Wendy   -Peter send Tink away forever.  - The Lost Boys build Wendy the house she dream of.  -The Lost Boys ask Wendy to be their Mother, and she agrees.   1. Think-Pair-Share  Character Traits discussion using Model-Lead-Test      1. Stop after text references character trait(s)    2. Comprehension questions to ask while using M-L-T: -Thinking about the text, what character traits did we hear?   ***Model****-Teacher and TA both model out loud looking in text and finding character traits. The first person shares the traits they found then gives their partner a* Your Turn *card. The 2nd person shares.*  -Who are the traits describing?  ***Model****-Teacher and TA both model out loud looking in text and finding something relevant. The first person shares their answer then gives their partner a* Your Turn *card. The 2nd person shares.* \*\*Option-have students record traits on graphic organizer\*\*   * 1. Continue reading.   2. Stop after text references character trait(s)   3. Comprehension questions to ask while using M-L-T: -Thinking about the text, what character traits did we hear?   ***Lead****-Teacher assist student pair by facilitating discussion using verbal directives, then proving silent model prompts (as needed):*  *“Think about and find your answer”*  *“Share your answer with your neighbor”  Exchange* Your Turn *card*  -Who are the traits describing?  ***Lead****-Teacher assist student pair by facilitating discussion using verbal directives, then proving silent model prompts (as needed):*  *“Think about and find your answer”*  *“Share your answer with your neighbor”  Exchange* Your Turn *card*  -What do you think about the character now? or What other traits do we know about this character?  ***Model****-Teacher and TA both model out loud looking at graphic organizer and making connections. The first person shares their answer then gives their partner a* Your Turn *card. The 2nd person shares.*   * 1. Continue reading.   2. Stop after text references character trait(s)   3. Comprehension questions to ask while using M-L-T: -Thinking about the text, what character traits did we hear?   ***Test****-give cue to "Think-Pair-Share" and prompt students based on independence in turning and sharing with peer*  -Who are the traits describing?  ***Test****-give cue to "Think-Pair-Share" and prompt students based on independence in turning and sharing with peer*  -What do you think about the character now? or What other traits do we know about this character?  ***Lead****-Teacher assist student pair by facilitating discussion using verbal directives, then proving silent model prompts (as needed):*  *“Think about and find your answer”*  *“Share your answer with your neighbor”  Exchange* Your Turn *card*   1. Group review    1. Questions for group: 1) What characters did we learn (more) about in \_\_\_\_\_\_? 2) What character traits does \_\_\_\_\_\_\_have? 3) Lets look at page \_\_\_\_\_\_. Find the sentence that describes (character name). *Choose a student to re-read the sentence.* 4) Repeat step 3 for as many traits as appropriate. 5) Repeat step 2-4 for each character discussed.    2. (Optional Application Activity) Use character traits to create a picture representation    3. (Optional Writing Activity) Students choose character traits from bank about themself. With sentence starters (or appropriate adaptations) , students use character traits to write short narrative about themselves 2. Closure/Self-Reflection    1. Questions: -What did you enjoy/not enjoy about this chapter? Why? -Having read about (character name), what are you looking forward to happening as we continue to read the text/story? | 1. Repeated storylines Repeated concepts Story Map Character and Setting cards (fade from direct presentation to just being present on story map) 2. Vocabulary Cards 3. Peter Pan adapted book w/ picsyms 4. Adapted character trait chart graphic organizer      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ adapted book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ adapted book w/ pic syms Illustration for text Visual to cue for student to talk to peer GO to capture answers 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ adapted book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ adapted passages  Filled in GO  (Optional Activity) Pre-created |