

**UNLV/Department of Teaching & Learning
Elementary Lesson Plan Template**

UNLV Student:	Madison Smith	PSMT Name:	Dave Morris
Lesson Plan Title:	The Lion, the Witch, and the Wardrobe	Lesson Plan Topic:	Reading
Date:	September 17-21, 2018	Estimated Time:	45-60 minutes/day
Grade Level:	5	School Site:	Snyder ES

1. State Standard(s):

- RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10, RF.5.4, W.5.4, W.5.8, W.5.9, W.5.10, SL.5.1, L.5.1a, L.5.3a, L.5.4, L.5.5, L.5.6

2. Teaching Model(s):

- Direct/Indirect instruction
- Kagan
- Lemov
- Questioning: Bloom's Taxonomy
- WBT (callouts: teach! Okay! Class? Yes! mirror words?)

3. Objective(s):

- Monday: Students will be able to analyze the poem "Adventures of Isabel."
- Tuesday: Students will be able to identify figurative language within the "Adventures of Isabel."
- Wednesday: Students will be able to analyze the "Adventures of Isabel" for its theme.
- Thursday: Students will be able to complete the review with their shoulder partners with 90% accuracy.
- Friday: Students will be able to take the quiz using their RACE sentence stems.

4. Materials and Technology Resources

Monday:

- Copies of "Adventures of Isabel" (45 both classes)
- Pencils (23)
- Laptop with YouTube pulled up and ready to go
- Elmo

- Projector

Tuesday:

- Copies of “Adventures of Isabel” (45)
- Figurative language worksheet (45)
- Pencil (23)
- Figurative language anchor chart
- Projector
- Elmo

Wednesday:

- Copies of “Adventures of Isabel” (45)
- T-cast (45)
- Pencil (23)
- Theme anchor chart (for review)
- Projector
- Elmo

Thursday:

- Review questions (50)
- Pencils (25)
- iPad
- Kahoot! Game
- Laptop
- Projector
- “Adventures of Isabel” (45)
- “Lion, the Witch, and the Wardrobe” (45)
- Hershey’s Bar (2)

Friday:

- iPad (24)
- Quiz set up in Google Classroom
- Students’ journals
- Copies of “Adventures of Isabel” (45)

5. Instructional Procedures:

Monday:

Motivation/Engagement:

1. TS last week we talked all about themes and the lessons that we can learn from what the characters do in the story. In your groups review theme and the anchor chart. Teach!
2. While they review T will pass out copies of poem face down
3. TS class! **What do you remember about theme? (Bloom’s Level 1; remembering)**
4. Discuss

5. TS today we are going to read “the Adventures of Isabel” and learn how to analyze poems.
6. TS make sure everyone has a copy and take out a pencil.

Developmental Activities or Learning Experiences:

1. TS with your shoulder partners predict what the poem is going to be about just off of the title. Teach!
2. TS class! **What can you predict the poem will be about just on the title? (Bloom’s Level 2; understanding)** discuss
3. Follow along as you are read the story
4. TS the goal of reading poems is often to figure out the meaning of the story and the theme. Tomorrow we will work on theme, but today we will put the poem into our own words to figure out the meaning.
5. TS we are going to take it one stanza at a time
 - a. Stanza is like a paragraph, but in a poem a stanza is a group of lines or a verse
6. First, we are going to look at the first stanza. In your groups define any words you do not know and write them off to the side. Teach!
7. TS class! Take a look at the first line, **what is happening? (Bloom’s Level 2; understand)** Teach!
8. TS class! Discuss
9. TS the second line has the word ravenous that is one on the words that you should have defined. **What does it mean? (Bloom’s Level 1; remembering)**
10. The next line has the word cavernous, **what does that mean?**
11. TA **How did Isabel feel about meeting the bear? (Bloom’s level 3; applying)** Teach!
12. TS class! Discuss (they should say she was not afraid of the bear)
13. TA **How did the bear look and feel? (Bloom’s 3; applying)** teach!
14. TS class! Discuss (they should say that he was scary looking and hungry)
15. TA **What did the bear say to Isabel? (Bloom’s 1; remembering)** Teach!
16. TS class! Discuss (they should say that the bear wanted to eat Isabel)
17. TA look at the last line, **what happened? (bloom’s 1; remembering)** Teach!
18. TS class! Discuss
19. TS now with your group after answering these questions what happened in the first stanza to Isabel. Review!
20. TS class! Discusses as a whole group.
21. TS with your shoulder partner line by line determine what the poem is saying, define any words that you do not know. Then SW answer this question in their reading journal, What message did the poet hope to convey?
22. TS whatever does not get done in class is homework

Review and Closure:

1. TW stop students a few minutes before writing begins to say: Now that you understand what the poem is about and how to paraphrase it tomorrow we will look at the theme of the story

Extension:

- If time, allows students will read example poems and gain extra practice paraphrasing them

Tuesday:

Motivation/Engagement:

1. TW start: Yesterday we learned how to paraphrase poems to help us understand what the poem is about. Review with your shoulder partner how you paraphrased the poem. Review!
2. TS class! Today we are going to talk about figurative language and find a few of the many types that are in the poem
3. TW have anchor chart on whiteboard from the start TW have paper passer pass out worksheet and students get out poems

Developmental Activities or Learning Experiences:

1. TS Mirror words (students will repeat whatever T says) “Figurative language we see it everywhere in poems, books, TV, I may even use figurative language and I didn’t even know it!”
2. Mirror words continued: “Simile! I said SIMILE! Compares using like or as. Craig was busy as a bee. If I do not see like or as it probably is not a simile. Craig was busy as a bee.” Review!
3. TW will discuss simile as a whole class
 - a. **Can you come up with one type of simile in your group? (Bloom’s level 2: understanding)**
4. Mirror words: “Metaphor! It also compares but it uses is or was! Erika’s heart was made of gold. Simile like or as, metaphor is or was.” Review simile and metaphor, you’re your shoulder partner Review!
5. TW discuss with the class metaphor
 - a. **How is a metaphor different than a simile? (Bloom’s Level 1: remembering)**
6. Mirror words: “p-p-personification! Giving animals or objects human characteristics. The stars dance in the night” Mirrors off can stars dance? Whole class answer. Review simile, metaphor, and personification review!
7. TW discuss personification.
 - a. Give examples like:
 - i. The desk just got up and ran out of the classroom.
 - b. **Ask who is being personified? (Bloom’s level 2: understanding)**
8. Mirror words: “hyperbole! An EXTREME exaggeration! Not just any old exaggeration an EXTREME exaggeration. Tyler will DIE if he does not get this game!” Review all four!
9. TW discuss hyperbole
 - a. TS you guys love to exaggerate all the time! **What are some EXTREME exaggerations that you can think of? (Bloom’s level 2: understanding)**
10. Mirror words: “Alliteration (said in funny voice) first sounds repeat! Dexter was digging deep down in the dirt (emphasize the d sound) D, D, D. Dexter was digging deep down in the dirt!” Review all five!
11. TW discuss alliteration

- a. Take your name and come up with a sentence using alliteration
 - b. Use example Ms. Smith met Macy and the mall and they made malt milkshakes.
 12. Mirror words: “Ono-mato-poeia, onomatopoeia (really fast), onomatopoeia (normally). Woof, woof! Meow! MOO! Sound words onomatopoeia” Review!
 13. TW discuss Onomatopoeia
 14. Mirror words: “Idiom, a phrase that means something different than what it says. It is raining cats and dogs!”
 15. TS, **does it really rain cats and dogs? (Bloom’s level 1: remember)** Whole class answer
 16. Mirror words: “cliché, a word or phrase that have become very common. No pain, no gain” **What are some cliché you think you may know? (Bloom’s level 1: remember)**
 17. Review all 8!
 18. As a whole class we will look over the first two stanza and identify the figurative language.
 19. SW finish looking for figurative language with their shoulder partners and if they do not finish by the time it is writing then it is homework.
- Review and Closure:
1. A few minutes before writing begins TW stop class and remind them that this is homework. TS, we see figurative language all of the time, but we do not always notice them. Tomorrow we will look at theme of the poem.

Extension:

- If time allows and students are finished with the homework, students will play the figurative language game on their iPad.

Wednesday:

Motivation/Engagement:

1. TW Introduce the lesson
2. SW review figurative language using the anchor chart
3. TW say we have learned about theme, so today should be an easy lesson, first review theme with shoulder partner.
4. TW pass out T-cast while they review

Developmental Activities or Learning Experiences:

1. TW start with reading the poem again with emotion and voices for the different creatures
2. TW say now I want to read it one more time with your shoulder partners and pick out the challenges that Isabel goes through and her solutions to those challenges
3. Class will discuss as a whole
 - a. Guiding questions to ask
 - i. **How did Isabel respond to the bear saying it wanted to eat her? (Bloom’s level 4: analyzing)**
 - ii. **How did Isabel respond to the witch? (Bloom’s level 4: analyzing)**
4. TS the text says Isabel didn’t scream or scurry, **What kind of person does that make her? (Bloom’s level 4: analyzing)** Teach!
5. Whole class discussion

6. TW show students what to do on the worksheet
 - a. Connotation: **what are Isabel's challenges and how did she face them? (Bloom's level 1: remembering)**
 - b. TW have students review what her challenges are and we will discuss it.
 - c. TW demonstrate how to answer part of the questions
 - d. Tone: TS when you think about tone ask yourself what did I think of the poem?
 - i. Give examples: funny, scary, serious, etc.
 - e. Shift: where in the story does it change? Give hint: the creatures and the doctor
7. Students will work on this with their shoulder partner and if it does not get done it becomes homework
8. This lesson is for review and this serves more of a listening activity.

Review and Closure:

1. A few minutes before writing TW remind them that what is not complete is homework and explain again why it is important that we understand theme.

Extension:

- If time, students may use Lexia or take an AR quiz

Thursday:

Motivation/Engagement:

1. Inform students that rather than start the Lion, the Witch, and the Wardrobe again we will save it for next week and instead review for the quiz tomorrow
2. Have students take out all reading material, pencil, journals
3. Have paper passer pass out review

Developmental Activities or Learning Experiences:

1. SW first begin with answering the questions on the review they may use any recourses we have used to help them. SW work with shoulder partners to complete the review (15 minutes)
 - a. The review will include examples of figurative language
 - b. Theme
 - c. Challenges
 - d. And shifts in the poem and the book
2. SW play Kahoot! With similar questions to the ones on the review (the winner will receive a chocolate bar)
3. TW hold a final discussion asking a few questions:
 - a. **How are Isabel and Lucy alike? (Bloom's level 2: understanding)**

Review and Closure:

1. TW finish the review with reminding students to study their homework because you never know if we will ask the same questions

Extension:

- If time, SW re-read the different texts

Friday:

Motivation/Engagement:

1. TW explain to students that they will be taking their first quiz on google classroom
2. TW allow student to look over their homework, journals, and readings for five minutes before beginning

Developmental Activities or Learning Experiences:

1. TW explain how to use google classroom. Demonstrate with one students iPad.
2. Students should know all of the questions
 - a. Have student do a quick discussion on what the shifts of the Lion, the Witch, and the Wardrobe may be
3. Remind students that they are able to use the anchor charts around them
4. They may also use their journals and any reading materials we have used (NO dictionaries)

Review and Closure:

1. Allow students to move about the room, but far enough away from each other that they may not be compelled to speak
2. Once they are finished they may read AR
3. Wish them all good luck!

Extension:

- If time, students will work on AR

6. Accommodations, Modifications and Differentiations for Diverse Learners:

Monday:

- Accommodations: Allow students to use dictionaries. The poem will also be read aloud using a YouTube video with animation.
- Modifications: Students IEPs will not have to answer in complete sentences or can draw a picture to answer the question.
- Differentiation:
 - Enrichment: Students will work on Exact Path with their own individual lessons.
 - Support: Pairing by ability. Students will work in their **Kagan teams** low, medium, medium, high so that each student can help one another to understand the lesson

Tuesday:

- Accommodations: Students' will be able to use the figurative language anchor chart. Students will be aloud to discuss with shoulder partners if having difficulties on the current question.
- Modifications: Students IEPs will not have to answer in complete sentences or can draw a picture to answer the question.
- Differentiation:
 - Enrichment: Students will work on Exact Path with their own individual lessons.
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- Support: Pairing by ability. Students will work in their **Kagan teams** low, medium, medium, high so that each student can help one another to understand the lesson

Wednesday:

- Accommodations: If needed there will be an anchor chart provided for connotation, tone, and shifts.
- Modifications:
- Differentiation:
 - Enrichment: Students will work on Exact Path with their own individual lessons.
 - Support: Pairing by ability. Students will work in their **Kagan teams** low, medium, medium, high so that each student can help one another to understand the lesson

Thursday:

- Accommodations: Students will be read the review questions.
- Modifications: Students IEPs will not have to answer in complete sentences or can draw a picture to answer the question.
- Differentiation:
 - Enrichment: Students will work on Exact Path with their own individual lessons.
 - Support: Pairing by ability. Students will work in their **Kagan teams** low, medium, medium, high so that each student can help one another to understand the lesson

Friday:

- Accommodations: Struggling students will be allowed extra time on the quiz. Students with IEPs will be read the questions and answer choices if multiple choice.
- Modifications: Students IEPs will not have to answer in complete sentences.
- Differentiation:
 - Enrichment: Students will work on Exact Path with their own individual lessons.
 - Support: Pairing by ability. Students will work in their **Kagan teams** low, medium, medium, high so that each student can help one another to understand the lesson

7. Assessment and Evaluation of Learning:

a. Monday

- Formative:
 - TW use **Lemov—show me** to check students for understanding while in discussions

b. Tuesday

- Formative:
 - TW use Lemov—show me to check students for understanding while in discussions

c. Wednesday

- Formative:
 - TW use Lemov—show me to check students for understanding while in discussions

d. Thursday

- Formative
 - TW use Kahoot! To formatively assess the students prior to the summative. This will be done during reading time so that T can go over any questions that have been missed.

e. Friday

- Summative
 - SW complete the summative quiz on Google Classroom.

8. Homework Assignment:

- There is only ever homework if they do not complete the assignment from class.

9. Reflection:

- a. Strengths:
- b. Concerns:
- c. Insights: