

Grade: 5th		Subject: ELA	
Materials: Loose Paper, Pencil		Technology Needed: Projector	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 	<ul style="list-style-type: none"> • Peer teaching/collaboration/ve learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic <p>Explain:</p>	
Standard(s) 5.RL.1 - Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.		Differentiation Below Proficiency: Students below proficiency will be needing assistance filling out their graphic organizer and will need extra guidance towards crafting their summaries. Above Proficiency: Students above proficiency will be able to construct a summary without requiring their graphic organizers assistance. Approaching/Emerging Proficiency: Students approaching proficiency will be guided to utilize their graphic organizer more when constructing their summary. Modalities/Learning Preferences: Auditory Visual Technology Integration	
Objective(s) By the end of the lesson, students will be able to read a passage and determine the main points, key ideas, and use these to create a summary of the text. Bloom’s Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students can work around the room • Students can work on the same book if they have both read it <ul style="list-style-type: none"> ◦ Both students need to turn in their own summary, 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students raise their hands to speak • Active listeners in the classroom • Voices should be off when working on summaries, although those working on graphic organizers together can talk for that part 	

<p>though graphic organizers can be the same</p> <ul style="list-style-type: none"> • Student of the Day oversees dismissing students when they are packed up and ready to go back to Ms. Emmel's 	<ul style="list-style-type: none"> • Normal classroom procedures are in place for: <ul style="list-style-type: none"> ○ Water bottles in cubby ○ Bathroom passes ○ Lining up
Minutes	Procedures
	Set-up/Prep:
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • First check with all the students that they can watch Mulan, or at least hear about it • Start the video at 0:50 to listen to a brief recap of Mulan <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=Bi8RnDjELdc • Have discussion with the students about the movie
20	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Large group <ul style="list-style-type: none"> ○ Students comfortability with summarizing (thumbs up, thumbs sideways, thumbs down) ○ Discuss the importance of summarizing with them <ul style="list-style-type: none"> ▪ Life skill ▪ Will use it for the rest of their lives • Main Parts to a summary <ul style="list-style-type: none"> ○ Students will create a graphic organizer <ul style="list-style-type: none"> ▪ Somebody - Who is the story about, the main character ▪ Want - What do they want? What are they doing in the story? ▪ But - What problem do they encounter in the story ▪ So - What do they do about the problem in the story ▪ Then - What happens at the end of the story ○ To show the kids an example, we'll watch this video in class <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=Bi8RnDjELdc <ul style="list-style-type: none"> • Students will participate with the video while I pause at the various checkpoints to ensure they are understanding the concept.
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • After the video, students will summarize one of their past AR books, either from this quarter or from last quarter. • Expected in these summaries is 5th Grade appropriate: <ul style="list-style-type: none"> ○ Punctuation ○ Grammar

	<ul style="list-style-type: none"> ○ NAMES ON PAPERS ○ Correct Orientation of Paper • Based from time, students can share their summaries with a partner and make changes if necessary, to each other's papers
10	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Bring students back in with 10 minutes left <ul style="list-style-type: none"> ○ What questions do they still have? ○ Clarifications they need ○ Summaries are due by the end of the day Friday • Student of the Day can then line students up for dismissal
<p>Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?)</p> <ul style="list-style-type: none"> • Thumbs up/down/sideways with their comfortability about summarizing • Ability to complete graphic organizers 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Summaries written by students and their graphic organizers <ul style="list-style-type: none"> ○ Graphic organizers are filled out with the correct information ○ Students summaries follow their graphic organizers and are written in a clear way ○ Electronic response detailing how they completed their summary
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I would like to begin with this lesson went well. The students really enjoyed the topic chosen as an example because it is a piece of media immediately relevant to them. The modeling I did with the students was effective because of the color coding I gave each of the sections of the graphic organizer, which translated well when the students went on to their own graphic organizers.</p> <p>Knowing what I do now, my differentiation opportunities need to be more concrete and accessible for the students who need that scaffolding. In reteaching this lesson, I would have printout or digital copies of a graphic organizer so that there is a clear layout for students to follow (red). Further, students in need of it would receive a resource detailing how to effectively implement their information from the graphic organizer into their summary (green). I would also alter my summative assessment to a podcast/video response where they describe their summary. Doing this allows them to articulate their understanding, showing if they really get the concept or if there are still complications that need returned to (yellow).</p>	