

Exemplar Lesson Plan Template

Unit Title: Summarizing and Determining Theme

Title of Lesson Plan: Pandora's Box

Unit Context: 4th grade, 1 instructional session of 40-45 minutes

Claims Addressed (from Smarter Balanced ELA/Literacy Content Specifications)

❖ Students can employ effective speaking and listening skills for a range of purposes and audiences

Focus Standards being Explicitly Taught and Assessed

- ❖ Reading
 - Determine the theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)
 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL 4.1)
 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)
- ❖ Speaking and Listening
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (SL 4.1)

Objectives: To be able to meet these standards, students need to be able to do the following:
This is where you include language from Bloom's revised Taxonomy and Webb's Depth of Knowledge

- ❖ DOK 1:
 - Students will closely observe a video in order to identify key details of a story.
 - Students will identify the characters and the climax of a story.
 - Students will list events leading to the climax of a story.
- ❖ DOK 2:
 - Students will prioritize events in a story to determine those that are most important to the plot.
- ❖ DOK 3:
 - Students will present logical arguments as they negotiate with their peers, citing textual evidence and correctly integrating content vocabulary.
- ❖ DOK 4:

- Learning sessions following this session will incorporate DOK 4.

Student Friendly Learning Targets:

- ❖ I understand how to identify the key ideas and details of a story.
- ❖ I understand how to determine the theme of a story.
- ❖ I understand how to cite evidence from a video to support my thinking.
- ❖ I understand how to work with my peers to determine important events that lead to the climax of a story.
- ❖ I understand how to negotiate with my peers in order to gain group consensus.

Success Criteria:

- ❖ I CAN identify the key ideas and details from the story on my organizer.
- ❖ I CAN identify the theme of the story and its relation to an idea universal to all of us.
- ❖ I CAN determine the events that are important to the climax of the story and cite specific examples to support my thinking.
- ❖ I CAN listen attentively and respectfully to my group's opinions and ideas.
- ❖ I CAN contribute positively to my group in order to reach an agreement.

Unit Enduring Understandings Addressed:

- ❖ Understanding the theme of a story is critical to understanding its purpose.
- ❖ Identifying key ideas and details can help a reader summarize a story and identify the climax of that story.
- ❖ Productive conversations around text should involve the citing of text.

Unit Essential Questions Addressed

- ❖ What universal lesson does the story, *Pandora's Box*, teach us?

Texts/Resources Recommended

- ❖ Literary Story entitled Pandora's Box

Scaffolds/Supports for Texts:

- ❖ The use of media as text

- ❖ Chunking of the text
- ❖ Graphic Organizer
- ❖ Peer collaboration

Key Vocabulary Terms

Review: companion, pleading, troubles
Explicitly Taught: curious, curiosity, hope

Procedures

5 min	Welcome and Review Learning Targets
10 min	<p>First read of the text:</p> <ul style="list-style-type: none"> ▪ Teacher will play the video, Pandora’s Box, pausing at various points of the video to ask comprehension questions. ▪ Students will respond to the questions by citing text and will also begin to interpret the events of the story and to analyze the characters.
5-10 min	<p>Graphic organizer:</p> <ul style="list-style-type: none"> ▪ Students will be given the thematic question. ▪ Working in pairs or small groups, students will identify the characters and the climax of the story. ▪ The teacher will facilitate conversations, if needed, and encourage students to come to an agreed upon climax of the story. The teacher will also encourage students to cite text as they negotiate with their peers.
5 min	<p>Second read of the text:</p> <ul style="list-style-type: none"> ▪ Students will view the video again, this time for the purpose of identifying key details leading up to the agreed upon climax.
15 min	<p>Plot analysis:</p> <ul style="list-style-type: none"> ▪ Working independently, students will list the events of the story that led up to the climax. ▪ Working with a partner they will come to an agreement around the three most important events. The citing of text will be encouraged during these conversations. ▪ As an entire class, the teacher will facilitate discussion regarding the result/conclusion of the story and the universal lesson to be learned. Student interpretations will be welcomed on the basis of citing text.

Differentiation (based on principles of UDL):

<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Multiple Modes of Representation:

- ❖ Video (visual and auditory)

Multiple Modes of Expression

- ❖ Discussion (informal speaking)
- ❖ Graphic organizer (informal writing)

Multiple Means of Engagement

Opportunities for individual, small group, and whole group interaction

Assessments

Formative

Teacher questioning – Throughout the text, the teacher can take advantage of opportunities to question students in order to assess their interpretation and observation of details. For evidence of success, students should be able to answer simple who, what, when, where questions in addition to those relating to how and why.

Graphic Organizer – During the lesson, students will be asked to identify pertinent information to write in a graphic organizer. Successful students will be able to identify the characters, the climax of the story, events leading up to and resulting from the climax. In addition to these, they will be able to discern the universal lesson of the story.

Peer negotiation – Working in pairs or small groups, students must come to an agreement on the climax of the story and then the three most important events that led up to the climax. Successful students will be able to closely observe the text and cite pieces of it as evidence when their answers are different than their peers.

Summative

n/a