

### Lesson Plan Template

*Sara Bramblett*

<b>Grade:</b> 5 <sup>th</sup> grade	<b>Subject:</b> Fact vs Opinion Word Study																								
<b>Materials:</b> Pieces of paper with A, B, C, D written on them	<b>Technology Needed:</b>																								
<b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Direct instruction</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Guided practice</td> <td style="border: none;"><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Socratic Seminar</td> <td style="border: none;"><input type="checkbox"/> PBL</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Learning Centers</td> <td style="border: none;"><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Lecture</td> <td style="border: none;"><input type="checkbox"/> Modeling</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Technology integration</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other (list)</td> <td style="border: none;"></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Large group activity</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Hands-on</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Independent activity</td> <td style="border: none;"><input type="checkbox"/> Technology integration</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Pairing/collaboration</td> <td style="border: none;"><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Simulations/Scenarios</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other (list)</td> <td style="border: none;"></td> </tr> </table> <p>Explain: We will be going over it together as a large group but each of the students will be writing it down on their own board.</p>	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<b>Standard(s)</b>  <b>ELA – 5.RL.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level 12 independently.	<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>																								
<b>ELA – 5.RL.1</b> Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.																									
<b>Objective(s)</b>  By the end of the lesson the student will be able to identify the difference fact and opinion by writing down different statements from the story of two different sticky notes.																									
<b>Bloom's Taxonomy Cognitive Level:</b> Identify																									
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• When the students have a question, they will raise their hand and wait to be called on.</li> <li>• When they have to use the restroom, they ask the teacher and sign-out on the sign-out paper.</li> <li>• If they need to sharpen their pencil, they can get up and do so as long as it is not when the teacher is talking.</li> <li>• When they are in a transition period (between subjects) their voices should be below a 1.                             <ul style="list-style-type: none"> <li>◦ If their voices are above a 2 ask them to start over and to not talk.</li> </ul> </li> <li>• When another student is presenting or talking then other voices should stay quiet, and if someone starts to talk, the teacher should talk to them afterwards.</li> <li>• If a student is off topic or is struggling to participate then the teacher should ask them to stay after and check in with them.</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Start                             <ul style="list-style-type: none"> <li>◦ They will be starting out on the carpet in front of the front board.</li> <li>◦ They will be instructed to participate respectfully.</li> <li>◦ After the game they will be asked to move in groups to specific parts of the room.                                     <ul style="list-style-type: none"> <li>▪ When they do move silently, they get to pick a number and place it on the board (it accumulates to a larger prize).</li> <li>▪ There might be a little noise from them talking, if it gets too loud, ask them to start over.</li> </ul> </li> </ul> </li> <li>• Definition/explanation Instruction                             <ul style="list-style-type: none"> <li>◦ During this time the students should be focused on the front board and not talking.</li> </ul> </li> </ul>																								

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	<ul style="list-style-type: none"> <li>○ They will be staying at their seats and not moving around the classroom (unless to go to the bathroom, water, or get materials).</li> <li>○ When the instructor asks a question then they are expected to raise their hands.             <ul style="list-style-type: none"> <li>▪ If they fail to do so and shout the answer out, the instructor should remind them to raise their hands by asking them to do so.</li> </ul> </li> <li>○ If the students have a question, again they should raise their hands and wait to be called on.</li> <li>• Group engagement             <ul style="list-style-type: none"> <li>○ During this time, they still need to listen to instruction, but they can talk to one another in their pods.                 <ul style="list-style-type: none"> <li>▪ Pods are their table group, which they already know.</li> </ul> </li> <li>○ Their voices, however, should be at an indoor level, 2-3.</li> <li>○ When the instructor needs to get their attention back, they will say "eyes on me in five, four, three two and one."</li> <li>○ When the activity is over they will put their materials away.</li> </ul> </li> </ul>
Minutes	Procedures
30 seconds	<p><b>Set-up/Prep:</b></p> <p>The teacher will have four different pieces of paper with A, B, C, and D written on them and will hang them up in the corners as the teacher moves around when the students are reading.</p>
2 minutes	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>The students will start off in the front of the room where the teacher will say, "Okay so the past two days we have been talking about fact and opinion right? With raised hands who can give me an opinion about a dog?"</p> <p>The teacher will pick a student that has raised their hand to answer the question. If the students answered the question correctly then the teacher will move on to the next question. But if they were a little off the teacher will also respond to the question. Then the teacher will ask, "Who can give me a fact about dogs?" The teacher will do the same thing that they had done for the opinion to the fact statement given by the student.</p>
12 minutes	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>Then split the class up into groups again based on sticks and have them go off into different parts of the class to read page 126. The teacher will emphasize the need to pay attention to the story because there will be a quiz after. Then the teacher will let the students go off into the groups and read as the teacher walks around. After most groups are done, the teacher will say that they have a few minutes left. Then when everyone has finished the teacher will ask one person in the group to go and put the books away nicely.</p>
10 minutes	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p>

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Once the students have put the books away nicely the teacher will ask them to stand up and explain the rules of the game. One corner will be A, then one corner will be B, one corner will be C and the last corner will be D. When the student moves, they need to be like ninjas, very quiet but not the actions. The teacher will read off the questions and then the students will go to that corner. The questions are...

"perhaps through research, scientists will be able to control genes" Which word in this sentence is a signal word that this is an opinion statement?

- A. Research
- B. Scientists
- C. Perhaps
- D. Control

Which sentence is a fact?

- A. **Genes are tiny cell parts that determine certain traits.**
- B. Genes in your body are very clever.
- C. Genes like to play with each other.
- D. Every scientist knows about genes and what they can do.

Which sentence is an opinion?

- A. You are born with genes.
- B. Genes can affect how healthy you will be.
- C. **It is important that you understand what your genes can do.**
- D. Genes determine how you look and how you grow.

What is the main idea of the passage?

- A. Scientists study genes to find out about diseases.
- B. Genes determine the color of your hair.
- C. **Genes determine how you look and grow.**
- D. Genes determine how healthy you will be.

After each question the students will be expected to move quietly and under ten seconds, the teacher will count down.

**Review (wrap up and transition to next activity)**

**3 minutes**

After the last question, the teacher will ask the students to go back to their desks and what they have learned about facts, opinions and signal words. Then the teacher will move onto the next lesson.

**Formative Assessment: (linked to objectives)**  
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Noticing and observing what they say to the game with their hands.  
What questions do we have?

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**  
End of lesson:

If applicable- overall unit, chapter, concept, etc.:

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**