

Lesson Plan Template

Grade: 5th		Subject: English/Compare & Contrast	
Materials: laptop, projector, chart, paper/pencils		Technology Needed: Laptop and projector with internet access	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <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) Explain:	
Standard(s) RL.3.5 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)		Differentiation Below Proficiency: these students can be split up and put in other groups to see how the other students are thinking about the process and learn from direct observation and interaction Above Proficiency: if I see a student has really grasped the concept, I can ask them to look at the character more deeply to try and compare their thought processes instead of just the concrete things they can see Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) By the end of the lesson, students will show their understanding of comparing and contrasting two characters by participating in discussion and creating their own chart Bloom's Taxonomy Cognitive Level: Knowledge, Application		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be moved from their group if they are not focused on the lesson or are talking too much. Students will receive a warning, and if the issue persists, they will be sitting out	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will stay in their assigned groups during the instruction portion of the lesson, but depending on how many people are at each group, I may move them around for the end activity		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be moved from their group if they are not focused on the lesson or are talking too much. Students will receive a warning, and if the issue persists, they will be sitting out	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Have all materials at the board and have the YouTube video pulled up 		
15 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Tell the students that we are going to be watching a short video and that afterwards we are going to be comparing two characters, so it's going to be important to pay attention to similarities and differences. • Play the video "Mickey Mouse Cartoon Split Decision" on YouTube https://youtu.be/p7O22GuSc58 • Tell the students to talk about the differences they saw between the "Relaxed Donald" and the "Angry Donald" within their groups 		
10 min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Bring out the anchor chart for the compare and contrast lesson • "alright, bring your attention back on up to me. Before we move on, we need to talk about external character traits and internal ones. External Character Traits are physical things you can see about a character. Can someone give me an external character trait of the relaxed Donald?" <ul style="list-style-type: none"> ○ Write this on the chart under 'Relaxed Donald'. • "So can anyone tell me the opposite external character trait that angry Donald has?" <ul style="list-style-type: none"> ○ Write this on the chart under 'Angry Donald' • "The other type of trait is Internal Character Trait. This is something that we can't see about a character right away. It is something that is observed through what a character says or does. Can somebody tell me an internal character trait of relaxed Donald? Now, relaxed is an internal character trait, but I want you to dig a little deeper and find something else you noticed." <ul style="list-style-type: none"> ○ Write this on the chart under 'Relaxed Donald'. • "An important part of finding character traits and proving that one character is different or similar from another is to provide evidence. So where do we see this internal character trait expressed in the video?" • "Can someone tell me the opposite internal character trait the angry Donald shows?" <ul style="list-style-type: none"> ○ Write this on the chart under 'Angry Donald' • "Where is the evidence for this?" 		

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	<ul style="list-style-type: none"> • “Now that we have two examples for each character using internal and external character traits showing how they are different from one another; can anyone tell me any other differences between the two characters?” <ul style="list-style-type: none"> ○ Take these and write them down, making sure the students see the different traits between characters, not just individual traits of one character. • “Great! Now we are not only focusing on differences within the characters, but also things that are the same, or similar. So now we are going to compare the two characters.” <ul style="list-style-type: none"> ○ Write “Similar” in the section in-between ‘Relaxed Donald’ and ‘Angry Donald’ • “What were some things you saw that were similar between the two Donald’s? These can be either external or internal. <ul style="list-style-type: none"> ○ The chart should look something like this: <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> <p style="text-align: center; margin: 0;">Relaxed Donald</p> <ul style="list-style-type: none"> • Small • calm-looking • Soft Voice • Nice • Affectionate </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p style="text-align: center; margin: 0;">Similar</p> <ul style="list-style-type: none"> • Wear same clothes • Ducks • Love Daisy </td> <td style="width: 33%; text-align: center; vertical-align: top;"> <p style="text-align: center; margin: 0;">Angry Donald</p> <ul style="list-style-type: none"> • Huge • Loud • Mean • Aggressive </td> </tr> </table>	<p style="text-align: center; margin: 0;">Relaxed Donald</p> <ul style="list-style-type: none"> • Small • calm-looking • Soft Voice • Nice • Affectionate 	<p style="text-align: center; margin: 0;">Similar</p> <ul style="list-style-type: none"> • Wear same clothes • Ducks • Love Daisy 	<p style="text-align: center; margin: 0;">Angry Donald</p> <ul style="list-style-type: none"> • Huge • Loud • Mean • Aggressive
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	<ul style="list-style-type: none"> • “There we go, now you all just compared and contrasted 2 characters you were just introduced to!” 			
5 min	<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"> • “Now, with our remaining time, I would like you to work with your groups to compare and contrast one of the Donald Ducks with Mickey Mouse. You can do this like I did by getting a piece of paper and drawing circles and labeling them, or you can do a Venn Diagram if that is what you are comfortable with. Just remember, were comparing and contrasting. So when writing in each character’s bubble, we need to say how there are different from the other character.” <ul style="list-style-type: none"> ○ “For example, if you put something like “Big Round Ears” in mickey’s bubble, you need to put “No ears” in Donald’s.” • “Any questions? Go ahead and get started” <ul style="list-style-type: none"> ○ Walk around the room to observe and see if everyone is staying on track or needs a little help 			
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “I am now going to come around and collect those sheets. Once I grab your sheet get ready for the next subject quietly, thank you.” <ul style="list-style-type: none"> ○ Collect the sheets and make sure everyone is getting ready for the next scheduled class 			
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I can assess the students based on who is participating during the direct instruction, engagement during group work, and the final compare/contrast paper they create</p> <p>Consideration for Back-up Plan: I would like to do as many comparisons and differences as I can, but I can always shorten that if time requires</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>			
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>				

Lesson Plan Template
Reflection

Reflection - Compare/Contrast

I started this lesson by showing my students a video in which I wanted them to pay attention to two specific characters so that we could compare and contrast with them afterwards. I suppose I could have predicted this, but the students were very excited about watching the short video. After the video, the students were pretty jittery and excited, talking to each other a lot. I got them all to focus, but looking back, I should have given them a couple minutes to just talk about it freely for a while. However, after this, things went perfectly as planned. The kids had fun and participated a lot. Even some of my students who are more reserved tried participating more than usual. I was really excited about this lesson, so I think the students picked up on that and reciprocated the feeling. I worked on a little bit of character traits in my lesson too, and my students picked upon that really well too. I believe that this lesson was quite fun and an overall success, especially in the participation department.

Lesson Plan Template

Lesson with Signature

Jessica Keller

Lesson Plan Template

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