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Class Description

This lesson will be taught in a fifth grade classroom during the language arts block. The focus will be on RL3 CCR Anchor Standard which is analyze how and why individuals, events, and ideas develop and interact over the course of text. More specifically, RL3 will be covered which is 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). There are 20 students in the class and they are 10-11 years old. Every student has their own laptop and there is also a projector, as well as a document camera, available for the teacher in the classroom. Students also have access to a variety of books in the room.

Mike has a learning disability. He has difficulty with reading comprehension and is reading three levels below his classmates. When prompted to read aloud, he becomes angry and verbally aggressive towards the class. He also struggles with spelling and composing a written piece. Mike is successful in answering questions when he is read aloud too and he is able to verbally describe scenes, give directions, and explain steps.

Beatrice has autism. She exhibits the greatest amount of difficulty with language skills as she has no productive speech. She can be disruptive to the class due to her rocking and repetition of certain sounds. Beatrice benefits from routine and visual supports. She is able to work independently and works well when there are positive reinforcements.

Mateo is an English Language Learner. He recently moved to the United States and has very limited English vocabulary. He understands only the basic directions in English and has difficulty with reading, as well as writing. He has an ESOL class three days a week for an hour. Mateo is proficient in math and can be in science when the appropriate translations are given. He learns best with hands-on activities and benefits from repetition as well as visuals.

Daisy has been identified a gifted and talented student. She is at the 6th grade level in reading, writing, and math. In class, she can be disruptive to other students when the work given is not challenging enough and will not complete her work if this is the case. When given more demanding tasks, Daisy is actively engaged in group activities and sharing of ideas. She is interested by research projects and creative writing assignments.

**Prerequisites**

Students must have a basic understanding of character traits.

Students must be able to determine the setting of a story.

Students must have a basic understanding of the elements within a story.

Students must be able to compare and contrast two different people or things.

**Estimated Time**

There is an hour and a half allotted for the content area.

Potential Use

**Purpose:** Classroom Instruction, small group

**Grade:** 5

**Content Areas:** Language Arts

* Reading Literature
  + Comparing and contrasting aspects of the text
    - RL3: 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)

**Goal and Assessment Plan**

Goals

Instructional Goal: Students will identify different aspects in a text to compare and contrast different characteristics from the story.

Objective: Students will be able to create a venn diagram to compare and contrast two characters from Holes by analyzing their words and actions.

Variability

The following options are available for all students.

Options to support Engagement: When students enter the room in the morning, they will be greeted at the door. At each of their tables, there is a morning checklist that ensures they have put their backpack away, have their journal, agenda, and folder for the class, sharpen their pencils, turn in homework, and begin their morning work [promote expectations and beliefs that optimize motivation]. On the board, there will be a list of options for students to begin to work on until the morning announcements are over and there is also a visual schedule to prepare them for the day [minimize threats and distractions]. There is an appropriate goal/ objective on the board that relates to the lesson of the day. The class will read it together and we will break down any words that some students may not know the meaning of [heighten salience of goals and objectives].

Options to support Representation: During the opening activity, students will turn and talk about two of their favorite characters from a book, TV show, or movie. I will model two characters from a popular TV show using a venn diagram [guide information processing, visualization, and manipulation]. We will also reflect on what we have read so far in Holes and a few students will be called on to give their summaries [activate or supply background knowledge]. As students are giving their summaries, I will record their thoughts on the board. Students will have the opportunity to read individually, be apart of a read aloud group, or listen to or read the book online where the font can be changed [offer ways of customizing the display of information].

Options to support Action and Expression: While students are reading, they will be given a worksheet that has a space to put their characters’ names, and then an area to write characteristics about them [facilitate managing information and resources]. When students do their comparing and contrasting based on two characters from Holes, they will have the option to work in partners or work individually. Their partner would have had to choose the same two characters when reading. They also will have the decision if they want to make a venn diagram (online or with poster paper), or write a paragraph using sentence starters [use multiple tools for construction and composition].

Accommodations/ Modifications for specific students:

Mike, who has a learning disability, will be apart of the read aloud group or have the computer read to him. When students are working on comparing and contrasting two characters, Mike will partner up with another student who picked the same two characters to help him compose the venn diagram or the written piece.

Beatrice, who has autism, will have her own visual schedule at her seat to know the routine for the day. She will also have an AAC device which will help her communicate and she will be given visual picture choices to help her with comparing and contrasting.

Mateo, an ELL, will be in the read aloud group or have the computer read to him. Once they are done reading, he will listen to the chapter in Spanish on his computer to ensure he has understood what occurred in the chapter. He will join another student in composing the venn diagram or a written piece.

Daisy, a GT student, will read individually and choose whether or not she completes a venn diagram or a written piece. If she finishes early, I will ask her to start doing a research project on the author of Holes and how he came to think of this book.

Assessments

Formative Assessments

Think pair share picking two characters from their favorite book or TV/movie and comparing and contrasting them. This will help the teacher gauge students’ prior knowledge on comparing and contrasting as well as how engaged they are.

The venn diagram or written piece will be used to assess if students understand comparing and contrasting. Students will get feedback from the teacher the next day on what they did well and what they need to improve on.

Students will question each other orally asking things like “how is \_\_\_\_ similar to/ different from \_\_\_\_” and “how does \_\_\_\_ relate to \_\_\_\_\_”. This gives the teacher an idea of where each student is individually after the lesson of the day and it will show their comparing and contrasting skills.

Summative Assessments

At the end of the week, students will take a test focusing on comparing and contrasting the characters, settings, mood, and plots of texts. The test will have multiple choice questions as well as constructed response questions. This will help the teacher determine if she needs to go back and touch on a certain topic. It will also show if there are any specific students who need additional instruction.

Instructional Methods

**Opening**

Introduction:

When students enter the room at the beginning of the day, they will be greeted at the door. They will have a morning checklist at their desk to remind them of what should be done before the lesson begins (multiple means of engagement). Once the morning announcements are over, students know that instruction is about to begin. The teacher will ask students to make sure they are in their assigned seats that they pick every quarter. **When students pick their seats, Mike, who has a learning disability, and Mateo, an English language learner, will be encouraged to sit near the front of the room.**

As a class, students will read the objective. The teacher will then ask for students to share in their own words what they will be learning today (multiple means of engagement).

Anticipatory Set:

The teacher will ask the students if anyone can give a summary of what they have read so far in Holes. After one student answers, if students have anything else to add on that they think was significant in the story, they will be called on as well.

Hook:

The teacher will ask students to turn and talk to a peer near them about two characters from their favorite movie, TV show, or book (multiple means of engagement). They will share similarities and differences about the two characters they picked. The teacher will then ask for volunteers to share what them and their partner discussed during their conversation. **Beatrice will be using her device to talk about her two favorite characters and describe how they are similar and different.**

**During**

Introduce New Knowledge:

Before having students read the next chapter of Holes, the teacher will encourage students to think back to fourth grade when they did comparing and contrasting. He or she will then ask students what it means to compare and contrast two things.

The teacher will explain to students how to make a venn diagram after they compare and contrast two different characters from Holes. He or she will explain that similarities between the two things that are being compared go in the inner circle. The differences between the characters go on the two outer circles. The teacher will also explain what sentence starters are in case they would rather do a paragraph instead of a venn diagram (multiple means of action and expression).

Model New Skills and Knowledge:

The teacher will model comparing and contrasting two characters by using a book previously read in the school year. The teacher will show how to use the worksheet given during the reading to help fill out the venn diagram or create their paragraph. The teacher will create a venn diagram and fill it out so that the differences between the two characters are on the outside circles, while the similarities are placed into the smaller, inner circle. The teacher will show students, using the same characters, how to use the sentence starters. The students will be given a piece of paper with sentence starters such as “\_\_\_\_ and \_\_\_\_\_ are alike because \_\_\_\_\_” and “a difference between \_\_\_\_\_\_ and \_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_” that they can refer to if they choose this option (multiple means of representation). **If Mateo chooses to write a paragraph, he will benefit from the sentence starters since it will give him English vocabulary to use.**

After students finish their independent/ partner work, the teacher will also model how to question each other orally (multiple means of action or expression). He or she will ask Daisy to pick someone in the class to help her demonstrate this activity. **This will keep Daisy engaged and motivated throughout the lesson as she will cause distractions if the lesson is not challenging enough**. **The oral questioning will also help Mike express his knowledge of the similarities and differences of the two characters he picked as he benefits from oral explanation rather than written.** The teacher will write examples of questions students can ask each other on the board for a reference (multiple means of representation).

Independent Practice:

When the class breaks off to read the next chapter of Holes, the students will choose to

read independently, be apart of a read aloud group, or have their computer read to them (multiple means of representation). They will also be given a worksheet to help them organize the information about two characters they pick in the story. **Mateo, an English Language Learner, will benefit from the read aloud group or the computer reading to him as he has difficulty reading independently. Mike will also benefit from the read aloud group or the computer reading to him as he is more successful in comprehension when he hears the story aloud. Daisy would benefit from reading individually as she needs to be challenged enough to be engaged in the lesson. During this time, Beatrice will be pulled out with a para educator to have Holes or a more appropriate book read to her that includes visual supports.**

The teacher will lead the read aloud group on the front carpet. If students desire, they may volunteer to read a page or two (multiple means of engagement). Before starting the reading, the teacher will ask students to think about what the characters are like so far. During the reading, the teacher will ask students what more they have learned about the characters.

After the class finishes reading, they will return to their seats. The teacher will tell students they have the choice to work on the venn diagram or the paragraph with sentence starters that she modeled (multiple means of action and expression). He or she will then ask the class if they have any questions before they begin. The teacher will them they may work with a partner who took notes on the same characters during the reading or work independently**. Mateo will be encouraged to work with a partner to help him write in English. Mike will also be encouraged to work with a partner as he struggles composing a written piece.** Once all students complete their venn diagram or paragraph, they will turn in their poster or paragraph to the teacher.

Guided Practice:

After students turn in their independent work, the teacher will model oral questioning. Once the modeling is finished, the teacher will ask students to brainstorm questions they should ask each other. The teacher will then record these questions on the board for students to refer to when doing this formative assessment (multiple means of representation). After the questions are recorded, the teacher will give students a number between 1 and 13. They will then pair up with the classmate who was given the same number and begin asking each other the questions. During this time, the teacher will be circulating the room to ensure students are on task and to see how the students are doing with comparing and contrasting characters in the story. **Beatrice, who has autism, will be working with her para educator during this time and using her assistive technology to communicate what she knows about the characters in the story.**

Closing

As students are wrapping up their conversations, the teacher will ask students to return back to their seats if they moved. The teacher will then ask if a student will read the objective for today. He or she will then ask students to give a thumbs up if they think the objective was met or a thumbs down if they do not believe it was. The teacher will ask students how it was or was not met and how the activities completed related to the objective.

Materials

* Device (one for each student)
* Chalkboard
* Poster board paper
* Pencil and paper (one for each student)
* Classroom materials (markers, scissors) available to students
* Morning checklist (one for each student)
* Worksheets for during reading (one for each student)
* Sentence starter worksheets
* Communication device (for Beatrice)
* Visual supports (for Beatrice)
* Language translation application (for Mateo)