

2012 NSLB Summer Institute Lesson Plan Template

<b>Name: Tamekka Davis--Davidson</b>	<b>Name of Unit: Role Models</b>	<b>Date: June 23, 2012</b>	<b>Grade Level: 4<sup>th</sup></b>
<b>Objective(s)</b> <b>Common Core Standards</b> ❖ <b>RL4.3</b> 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).  ❖ <b>RL4.2</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies  ❖ <b>W4.1</b> Write opinion pieces on topics or texts supporting a point of view with reasons and information  ❖ <b>W4.9</b>	<b>Procedures</b>  <b>Anticipatory Set</b>  The teacher will begin the class by telling the students that they are about to begin their unit on the Civil Rights movement.  The teacher will divide the class into groups of four and distributed pictures and facts of people who have in some way influenced history either positively or negatively.  As a group, they will match up the pictures with the appropriate facts  The teacher will review the answers for the activity.  <b>Work Period</b>  The teacher will begin the lesson by reading "I Going to Get Me Some Big Words" from the book <u>Hey! Listen To This</u> edited by Jim Trelease.  The teacher will lead the class into discussion based on the following questions: How has each of these historical figures influenced history? How has this person been a role model to future generations? Who might they have been a role model for?  Using the SmartBoard display answers to the questions about specific details about the	<b>Materials</b>  ➤ SmartBoard and Laptop with Internet Access  ➤ Microsoft Word  ➤ Instructional Handouts ➤ List of vocabulary terms and definitions ➤ Venn Diagram Sheet  <b>Online Websites</b> ➤ <a href="http://www.loc.gov/reconstruction/">http://www.loc.gov/reconstruction/</a>	<b>Evaluation</b>  ➤ The teacher will use a rubric to assess the vocabulary glossary ➤ Written and oral responses ➤ Teacher made test

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<p>Draw evidence from literary or informational texts</p>	<p>characters thoughts, words, or action that would display the characteristics of a role model on a chart.</p> <table border="1" data-bbox="436 277 1029 380"> <thead> <tr> <th data-bbox="436 277 585 345">Role Model</th> <th data-bbox="585 277 735 345">Thoughts</th> <th data-bbox="735 277 884 345">Words</th> <th data-bbox="884 277 1029 345">Actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 345 585 380"></td> <td data-bbox="585 345 735 380"></td> <td data-bbox="735 345 884 380"></td> <td data-bbox="884 345 1029 380"></td> </tr> </tbody> </table> <p>The teacher will then guide the students as they complete the assignment.</p> <p>The teacher will give the students a list of terms to include in their vocabulary glossary.</p> <p>From class discussion and a vocabulary game, students will match eight vocabulary terms: celebrity, charity, service, volunteer, hero, leader, role model, and philanthropy, to a correct definition.</p> <p>Students will differentiate between “role model” , “hero” , or “celebrity” using a Venn Diagram.  <b>hero</b>” and <b>celebrity</b>” using a Venn diagram.</p> <p>The student will participate in the question and answer activity.</p> <p><b>Conclusion:</b></p> <p>The teacher will assist and review concepts covered.          The student will participate in the review activity.</p>	Role Model	Thoughts	Words	Actions						
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For each lesson plan, do the following:

1. Identify the domain
2. Align the standards
3. Address diversity
4. Infuse technology