

Danielson Aligned Lesson Plan Template for Formal Observations

Primary Subject Area and Grade Level: List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.
Reading: 4 th Grade
Interdisciplinary Connections: Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson.
(1a: Demonstrating Knowledge of Content and Pedagogy)
None
Lesson Duration: State the approximate time frame for this lesson.
(1e: Designing Coherent Instruction)
65 minutes
Relevance/Rationale: Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)?
(1b: Demonstrating Knowledge of Students)
This lesson focuses on building reading fluency through readers' theater. By increasing fluency, the students will feel more comfortable reading in front of other people. It will also improve the students' comprehension. Due to the slow fluency of the readers, some comprehension is lost while reading.
Outcomes/Objectives: What will students know and be able to do as a result of this lesson? Outcomes should be written in the form of student learning and suggest viable methods of assessment. For teachers of English language learners: What language objectives will be addressed?
(1c: Setting Instructional Outcomes)
Students will be able to read fluently. Students will be able to read aloud with proper intonation, expression, and pacing. Students will be able to present a dramatic interpretation of the play.
Content Standard(s) and/or Common Core Learning Standard(s): For example: (CCSS) 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. Content area teachers should include appropriate English Language Arts Common Core Standards for Content Areas, if appropriate, in addition to content standards.
(1c: Setting Instructional Outcomes)
CCSS.ELA-LITERACY.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
Use of Formative Assessment to Inform Planning: Describe your student's current levels of understanding of the content related to the outcome for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all students?
(1f: Designing Student Assessments)
Based on the common 4 th grade fluency assessment, 4 of the 17 students in class are currently reading 70-80 words per minute. 13 of the 17 students in the class are currently reading over 100 words per minute.
Class Information: Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about.
(1b: Knowledge of Students)
The 4 students reading 70-80 words per minute will work with a paraprofessional in her room to prepare the readers' theater for the class. The remainder of the class will be put into groups of 3 or 4 students and separated in the regular classroom.
Overview: Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning.
(1a: Demonstrating Knowledge of Content and Pedagogy)
Prerequisite Knowledge: The students should be familiar with plays. Overview: The students will practice the readers' theater several times with their groups. Then they will present them to the class. Relationship to Future Learning: The students will become more confident in their reading abilities by increasing their fluency.

<p>Technologies and Other Materials /Resources: List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).</p> <p align="right">(1d: Demonstrating Knowledge of Resources)</p>
<p>Readers' Theaters</p>
<p>Grouping Strategy: Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the grouping strategy?</p> <p align="right">(1e: Designing Coherent Instruction)</p>
<p>The students will be grouped into small groups based on their reading fluency. Each group will be given a Readers' Theater appropriate for their reading fluency rate.</p>
<p>Academic Vocabulary: What key terms are essential to this content? What terms are essential to develop and extend students vocabulary?</p> <p align="right">(1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students)</p>
<p>Expression, Pacing</p>
<p>Lesson Procedures: The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence:</p> <ul style="list-style-type: none"> • How will the lesson launch? • How will the material be presented? • What questions will be posed to the students? What are the expected responses? • How and when will the teacher model? • What opportunities will there be for guided practice, group work and individual practice? • How and when will you monitor student understanding throughout the lesson? • What opportunities will there be for reflection and closure? <p>Include approximate time allocations for each portion of the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.</p> <p align="right">(1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)</p>
<ol style="list-style-type: none"> 1. Explain to the students that they are going to work in small groups to prepare readers' theaters. 5 minutes 2. Remind the students that when they are practicing their lines to include expression (being excited, sad, scared, confused) and pacing (how fast or slow you read). 3. Announce each group and readers' theater they will be preparing. 4. Give each student their script with highlighted lines. 5. Assign spots for each group to work at. 6. Have the paraprofessional take 4 students to her room to practice the readers' theater several times. Have the remaining groups practice their readers' theaters several times. 15 minutes 7. After 15 minutes of practice, have the students return to their desks with their readers' theaters. 8. Explain to the students that each group will be presenting their readers' theater. Pick a stick for the first group to present. Read the introduction to their readers' theater: "In our first readers' theater presentation today, friends are searching for a lost dog and they find themselves in the middle of a bank robbery mystery. I need everybody to be respectful listeners during the presentation. When it is complete, you will summarize what happened." 9. Have the students present the readers' theater. 5 minutes 10. When they are finished, as a class summarize the play using the prompts, "First...Then...Next...After that...Finally." 2 minutes 11. Repeat steps 8-10 for the remaining groups. 28 minutes
<p>Differentiation: Describe how you will differentiate instruction for a variety of learners, including students with special needs, English Language Learners, and high achieving students to ensure that all students have access to and are able to engage appropriately in this lesson. Be specific.</p> <p align="right">(1e: Designing Coherent Instruction)</p>

This lesson is differentiated, because it is geared towards small groups of students in order to strengthen their reading fluency. Each group is given a readers' theater based on their reading fluency rate.

Assessment Criteria for Success:

- *How and when will you assess student learning throughout the lesson (formative)?*
- *How will you and your students know if they have successfully met the outcomes?*
- *What is the criteria for mastery of the lesson outcome(s)?*
- *Describe any (formative and summative) assessments to be used.*

(1f: Designing Student Assessments)

I will assess the students during their presentations of the plays. I will be listening for expression and proper pacing.

Anticipated Difficulties: *What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?*

(1a: Demonstrating Knowledge of Content and Pedagogy)

Difficulties: The 4 students reading 70-80 words per minute might struggle with some vocabulary in their readers' theater. *By practicing the readers' theater several times, those 4 students will become comfortable with the script. They will also have individual attention from the paraprofessional.*

Reflections: *List at least three questions you will ask yourself **after** the lesson is taught.*

(4a: Reflecting on Teaching)

1. Did the students use expression while reading the readers' theaters?
2. Did the students read the readers' theaters at an appropriate pace?
3. Did the students enjoy participating in readers' theaters?
4. Did the students enjoy listening to readers' theaters?