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| **Name:** Thomas Tollakson**Lesson Title:** “Flat Stanley”**Grade level(s)/Course:** Third Grade Reading**Date taught:** 11/12/2012 |

 **GENERAL CONTEXT**

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| **Textbook or Instructional Program referenced to guide your instruction (if any)****Title:** Flat Stanley**Publisher:** Jeff Brown**Date of Publication:** 2003 |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**This lesson will be taught in Mrs. Treuthardt’s Third Grade Classroom in a large group setting. |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.** I have been reading “Flat Stanley” to the class for the last four days. The class is read to every day for about twenty minutes in the afternoon during snack break.  |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**N/A |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**N/A |

 **INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_**13**\_\_\_\_\_ Males\_\_\_\_\_**6\_\_\_\_\_ **Females\_\_\_\_\_**7**\_\_\_\_\_** |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** | 4 |  |
| **English Language Learners** | 0 |  |
| **Gifted** | 0 |  |
| **504** | 0 |  |
| **Students with autism or other special needs** | 2 | Students spend time each day in the special education classroom for assistance with their learning disabilities. |
| **Students with Behavioral Disorders** | 0 |  |

**INFORMATION ABOUT THE LESSON**

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| **Content Strand – found within the** [**Wisconsin Academic Content Standards**](http://dpi.wi.gov/standards)Key Ideas and Details* CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure* CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
* CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
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| **Enduring Understanding and/or Essential Question**What has happened to so far in the story?How has Stanley handled being flat?How has his brother reacted to Stanley being flat?What do you think will happen to Stanley in this last chapter? |
| **Outcome(s)**1. The students will predict what is going to happen in chapter five.
2. The students will listen to “Flat Stanley” and answer question of the teacher.
3. Students will be able to summarize the book “Flat Stanley.”
4. Students will make Flat Stanley’s out of paper.
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| **Academic Language related to the lesson**ChapterFlatSummarizeExplain |
| **Prior Learning/Prior Thinking**The class has been listening to the story “Flat Stanley” for the last four days so they are familiar with what has taken place in the story. The class is read to every day during snack break.  |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**Teacher will ask questions of the students to review the story. Teacher will have already traced Flat Stanley’s for each student. |
| **Focus/Purpose Statement**The purpose of this lesson is to finish reading “Flat Stanley” and to summarize what took place. Students will also make Flat Stanley’s to send to their family members. |
| **Procedures** 1. Teacher will sit in chair in front center of the classroom.
2. Teacher will explain that today we are reading the last chapter of “Flat Stanley”
3. Teacher will ask students review questions to remind them what has happened in the first four chapters.
4. Teacher will ask students what they think is going to happen to Stanley in chapter five.
5. Teacher will read chapter five of “Flat Stanley.”
6. Teacher will ask students to summarize what took place to Stanley in the story.
7. Teacher will explain to the class that we are making Flat Stanley’s to send to family and friends.
8. Teacher will read the letters that are sent to parents, family members, and friends.
9. Teacher will demonstrate how to make Flat Stanley’s emphasizing detail and creativity.
10. Teacher will assist students with cutting and tracing of Flat Stanley’s, clothes, and accessories.
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| **Differentiation**Content – The content of this lesson is a third grade level book “Flat Stanley.” Students who need assistance in cutting and tracing will be given help by teacher.Process – The students will use large motor skills in drawing and cutting.Product – The students will make Flat Stanley’s to send to family members. |
| **Closure**The teacher will ask students where they think Flat Stanley will travel and what he may bring back with him. Teacher will tell students to be ready for Flat Stanley’s return. |
| **Materials and Resources** The book “Flat Stanley”Construction paperCrayonsColored pencilsScissorsPencils EnvelopesLetters to parents/family members |
| **Classroom Management/Democratic Practices**Teacher will keep students on task by encouraging them to make their best Flat Stanley. Teacher will assist students in constructing their Flat Stanley’s. Teacher will encourage good behavior and take away sticks if students are misbehaving. |

 **ASSESSMENT**

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| **Before the lesson**Teacher will ask the students what has happened in the first four chapters of “Flat Stanley.”Teacher will ask the students to predict what will happen in chapter five. |
| **During the lesson**The teacher will observe the class and their engagement during the reading of chapter five.The teacher will observe how students create their Flat Stanley, paying attention to creativity, cutting skills, and tracing and drawing skills. |
| **At the end of the lesson**Students will predict where Flat Stanley will travel and what he may bring back with him. |

[**Assessment Rubric**](file:///%5C%5CShared1_svr%5Cshared1%5CWGROUPS%5CHealth%26PE%5CTeaching%20Materials%20Templates%20and%20Rubrics%5CAssessment%20Rubric-UnitPlan.docx)

**LESSON PLANNING CHECKLIST**

* Does the plan logically lay out what you will say and do?
* Did you include specific questions you will ask to invite, guide, and develop students’ thinking throughout the lesson?
* What strategies will you use?
* Have you included how you will set expectations for student behavior before and during the lesson (picking up materials; collaborative work time; listening behaviors, moving from one place to the next, etc.)?
* If students work in groups, have you included how you will group them and why that approach is appropriate to their learning needs?
* Have you specified how you will ensure students understand the academic language needed to succeed during this lesson?
* What content-specific vocabulary will you introduce and how will you introduce it?
* Do you plan for guided work so that students must use the ideas/skills they learn?
* Do you plan for students to independently work with or apply the ideas/skills?
* Do you include how you will differentiate for the varying needs of diverse students (gifted/remedial; ELL; social/emotional)?
* How will you collect evidence of students’ thinking and learning (formative assessments) during the lesson?

**REFLECTION**

If you have not had a conference at the completion of your lesson, or if your instructor asks for this, send a REFLECTION to your practicum supervisor.

In your reflection address each of the following.

1. Focus on student thinking and learning.
2. What was working? What was not working? For whom? Why?
3. Use specific examples of students’ work, actions or quotes to support your claims.
4. What missed opportunities for student learning are you aware of that happened?
5. If you could do it over, what might you have done to take advantage of missed opportunities to improve the learning of students with diverse needs?
6. In your own classroom what would you teach next to build on this lesson?

Link your ideas to your methods class content and readings, using appropriate and accurate quotes from text or theorists as you analyze and evaluate your work.