

LESSON PLAN TEMPLATE

Date	Nov 18th	Lesson Title	Annotating - Paleontology Focus	Grade Level	4
Time in Lesson	55 mins	Subject	Reading/Social Studies	Lesson #	6
Developed by	Danielle Gauthier				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Programs of Study What are the SPECIFIC outcomes to be addressed in this lesson?	
School Development plan: -Using high impact teaching strategies to improve students reading comprehension	
Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?	Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?
By the end of this lesson students will have had another opportunity to practice their annotating skills. Students should have an improvement on how they annotate surprising/new information. Students' annotations will be collected to be graded summatively.	This journal annotation will be used as a summative assessment. How students interact in whole group and small group discussions. How students annotate individually. Are they on task? Are they actively reading? Are they looking around the room?
Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
Paleontology Focus News Article Smart Board to project news article poster sheet with how to annotate each category (what colour to use)	I will notify the students during the morning routine that we will have some visitors joining our room this afternoon after recess during our annotating lesson. It will be just like when my teacher came last week.

print out sheet of Teacher Professional Growth Plan as quick reference

They are just there to watch the teaching and learning process. Some of them may want to ask you questions.

Students who complete annotating quickly will have an additional task

I will circulate the room during individual work time offering support for students who require assistance. I will target three specific students to make sure they are on task or need clarification for what they are doing.

I will model on the board the example paragraph going through how to look for surprising/new information.

I will put on the board the candle countdown to give students an indication of how much time they have.

I will let students know in advance that this annotation will be graded.

LESSON PLAN SEQUENCE

Introduction

How will you **ACTIVATE** prior knowledge and **ENGAGE** them in the lesson and how does this lesson connect to prior lessons?

Today we are going to annotate a new journal article. Who remembers what we read about in the last journal? What else have we learned recently in social studies about fossils?

(5 mins)

Learning/Activity Sequence

How will students **ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/OR EVALUATE** their understandings of the outcomes.

What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
<p>Hand out news articles to students. Indicate that today's article will be graded.</p> <p>Tell students that you are confident that they can find the “This is Important!” but that I want to go over the “Surprising/New” as a class. Go through the first (Smart Board) paragraph of the “Royal Tyrrell Museum” Before reading, get students to look only for “surprising/new” information that is associated with the Royal Tyrrell Museum. Read the paragraph out loud. I will model which parts are “surprising/new” sentence by sentence.</p> <p>What parts tell us more about the topic (Royal Tyrrell Museum)</p>	<p>Students are reading along the paragraph and looking for any surprising/new parts. Students will participate in group discussion about the surprising/new parts.</p>	<p>10 mins</p>
<p>Get students to work individually annotating the first part of the journal “50 years of protecting Alberta’s Heritage” Mandatory: This is Important and Surprising/new. They can circle unfamiliar words or I don’t understand if they come across them. Agree/Disagree and connections are optional. *I will circulate the room, answer questions and check how students are completing the task. I will check on Henry, Matthew and Haris and offer additional support if needed.</p> <p>Get students to break the back of their sheet into four squares and practice summarizing together what the article said.</p> <p>If students finish early they can complete an additional task of creating a “new new” in their visual journals connecting what they have read to what they are learning in social studies (can use textbook).</p>	<p>Students will annotate their journals individually while they read through.</p>	<p>15 mins</p>

<p>Students will then have an opportunity to work in small groups going over what they have underlined. Students will also go through any unfamiliar words/I don't understand and see if a group member in their group knows what the word/sentence means.</p>	<p>Students work in groups discussing what they had underlined. They will also discuss any unfamiliar words and I don't Understands.</p>	<p>15 mins</p>

Conclusion

How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?

Get students to return to their desks. Offer students an opportunity for any questions. Get students to show with thumbs up, side thumb or thumbs down how comfortable they are with annotating. (5mins)

Get students to put their annotated sheets with their names on the beige chair.

***If time: give students an opportunity to read their library books or catch up tasks that do not require my approval
(I would do storytime but I want to give time if the director needs any additional time to ask me questions)**