

Lesson Plan

<p>Title: Unit- Facing Fear- “Is it possible to ever completely overcome fear?”</p> <p>Focus skill of the lesson-</p> <p>Explain how central ideas are conveyed through details</p>	<p>Grade: 4</p>
<p>Subject: Explain how central ideas are conveyed through details</p>	<p>Materials: “Life doesn’t frighten me” by Maya Angelou, “Fears and Phobias” by KidsHealth Behavioral Health Experts, Graphic Organizer, Pencil</p>

Previous Knowledge: Students in this classroom are working on a unit that is focused on “Facing Fear” with the essential question “Is it ever possible to fully overcome fears?”. The students in this class have been reading informational text that relates to the focus of the unit and the essential question. Students have also been working on developing their independent reading habits. There are 3 students in the classroom that receive reading AIS services at a 3rd grade reading level. There are also 4 English Language Learning Students, one student at the emergent level, and 3 students at the transitional level.

Learning Target:

I can find the central idea of an informational text by finding key details that support the central idea.

Teaching Point:

“Today, I would like to teach you about how we can find the central idea of a text by looking for key details that help support it. Those key details that we find can be used to help us develop an idea about the text that the author wants us to know.”

Procedures:

Hook/Introduction (5 mins):

Engage students in the lesson by asking them what some of their fears are. If they don't want to say it out loud, they can write it down on a piece of paper and show it to the teacher. The teacher will share some of their biggest fears to help some students feel more comfortable with sharing. “One of my biggest fears is flying on planes. I’m not quite sure why I

am so afraid of planes because I have never been on a plane that has had any issues, but for some reason, any time I have to fly on a plane I get nervous. Would anyone like to share what they are afraid of?"

Bring the class conversation to talk about how people can overcome or minimize the fears that they are experiencing. "I used to be much more afraid of flying on planes than I am now. I used to go online and read informational texts that talked about how uncommon and rare plane accidents are. Between the research that I did, and the number of times that I flew on planes, my fear had become much easier to deal with. It will always still be there, but I can face my fears much better than when I was younger. Have any of you tried different strategies to help you face your fears?"

Begin to discuss the goal of today's lesson. Display the learning target on the board for the students and break it down with them.

1. Call on a student to read the learning target out loud to the class. Begin breaking it down with them.
 - a. "Okay boys and girls let's look at our learning target. There are a few words in here that we can look at closely to help understand the goal of the lesson."
 - b. "Are there any words or phrases in this learning target that stand out to us?"
 - i. Look for student responses such as "Central Idea", "Informational text", "Key details"
2. As students break down the learning target, go through each word with them.
 - a. "Central Idea refers to the message or information that the author is trying to convey to you."
 - b. "Informational texts are written to give you information about a topic that you may be unfamiliar about."
 - c. "We develop ideas about a text based on the key details that we find within the text."

"Today boys and girls we are going to read a poem together as a class and discuss it together. Afterwards, you are going to break off into your reading groups and read the informational text "Fears and Phobias". You and your group members will then fill out a graphic organizer with key details from the text. Are we ready learners? Ok, let's do this."

Guided practice (10 mins)-

1. Begin by reading the poem "Life Doesn't Frighten me" by Maya Angelou. Talk about the way the author uses her writing to convey a central idea.
 - a. "We're going to read this poem titled "Life Doesn't Frighten me" by Maya Angelou. As you listen to me read, I want you to pay attention to what the author is trying to say. What is the central idea of this poem? Remember to listen for details that you think would help us develop a central idea."
2. Display the poem on the smartboard and read it out loud to the students. After finishing the poem, talk to the students about what they already know about poems.
 - a. "When we are reading a poem, oftentimes the author will write using figurative language. Knowing this, the details that we are looking for may be figurative language and that is ok. Different kinds of text will use different details to convey their central idea."
 - b. "Does anyone think they have an idea as to what the central idea of this poem is?"
 - i. The author used writing as a form of expression to face her fears.
 - c. "What details can we use to help support that central idea?"
 - i. "I can walk the ocean floor and never have to breathe"
 - ii. "Dragons breathing flame on my counterpane"
 - iii. The authors repeated phrase "Life doesn't frighten me at all"
3. Reinforce the idea to students that authors need to use details to convey their central idea. In this case, since it is a poem, the details that are given are mostly figuratively language. When we read informational text, we can expect the author to convey their details with more realistic language and information.
 - a. "We are now going to break off into our reading groups and work on filling in this graphic organizer based on the article "Fears and Phobias". After we fill in the graphic organizer, there is a question that asks you to write what the central idea of the text is. You will need to use the information and key details that you filled in the graphic organizer to find this central idea. Are we ready? Alright, let's do this!"

Independent practice (15-20 mins):

4. Hand out the reading to all the students and pull the small group of AIS students along with the emergent English language learner to the back of the classroom to work with during the lesson. These students will be given a graphic organizer that directs them to the sections they need to look at to find key details.
5. During this time, work with the students in the back and help them as they work on filling out the graphic organizer.
6. Circulate around the room every few minutes to listen to discussions going on within the groups and to see the progress the students are making. Point out students that are doing a great job and give encouragement to students that may be having trouble filling out the organizer.
7. When students have completed the graphic organizer, have them take out their books to read independently while the other students finish.

Closure:

1. Conclude the lesson by asking groups to share out the central idea that their group found.
 - a. “Were there any differences in the key details that you found in the informational text compared to the poem that we read at the beginning of class?
 - i. The key details found in the informational text were realistic and factual. The reading was split into sections making details easier to find.
 - b. “You all worked very hard today! Before class ends, please fill out the exit ticket at the front of the room and leave it on my desk.”

Exit Ticket

1. Have students complete the exit ticket to assess student learning about the skill that they just learned.

Extension Activities:

A great extension activity for after this lesson would be asking students to select an informational text that they would like to read and write a short essay or paper about the central idea of that text. They can be given a graphic organizer similar to the one that they filled out in class during this lesson to help outline the details they will use to support their central idea.

Standards:

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

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Learning Target:

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Teaching Point:

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Procedures:

Pre Lesson vocabulary planning:

Prior to teaching the lesson, take a homogenous group of the ELL/ML students to the back table during the reading workshop. Display the following vocabulary on the anchor chart for the students with the words written in both English and translated into Spanish.

Vocabulary to focus on:

Phobia: an extreme or irrational fear

Overcome: To succeed in dealing with a problem or challenge

Gradually: In a slow manner, taking a lot of time

Anxious: Experiencing worry, unease, or nervousness about something

Therapist: A person who helps people overcome problems by talking to them

Introduce students to this vocabulary and teach them about why these words are important to the reading we will do later.

Hook/Introduction (5 mins):

Engage students in the lesson by asking them what some of their fears are. If they don't want to say it out loud, they can write it down on a piece of paper and show it to the teacher. The teacher will share some of their biggest fears to help some students feel more comfortable with sharing. "One of my biggest fears is flying on planes. I'm not quite sure why I am so afraid of planes because I have never been on a plane that has had any issues, but for some reason, any time I have to fly on a plane I get nervous. Would anyone like to share what they are afraid of?"

Bring the class conversation to talk about how people can overcome or minimize the fears that they are experiencing. "I used to be much more afraid of flying on planes than I am now. I used to go online and read informational texts that talked about how uncommon and rare plane accidents are. Between the research that I did, and the number of times that I flew on planes, my fear had become much easier to deal with. It will always still be there, but I can face my fears much better than when I was younger. Have any of you tried different strategies to help you face your fears?"

ELL/ML focus: Encourage participation from ELL students to share something that they are afraid of. Have the class turn and talk to their desk partner so that the ELL students can share their thoughts in a conversation rather than to the whole class. As the students are conversing, walk around the room and listen to the conversations being had, specifically walking to the pairs that have an ELL/ML student. Scaffold the conversation.

Begin to discuss the goal of today's lesson. Display the learning target on the board for the students and break it down with them.

3. Call on a student to read the learning target out loud to the class. Begin breaking it down with them.
 - a. "Okay boys and girls let's look at our learning target. There are a few words in here that we can look at closely to help understand the goal of the lesson."
 - b. "Are there any words or phrases in this learning target that stand out to us?"
 - i. Look for student responses such as "Central Idea", "Informational text", "Key details"
4. As students break down the learning target, go through each word with them.
 - a. "Central Idea refers to the message or information that the author is trying to convey to you."
 - b. "Informational texts are written to give you information about a topic that you may be unfamiliar about."
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Guided practice (10 mins)-

8. Begin by reading the poem "Life Doesn't Frighten me" by Maya Angelou. Talk about the way the author uses her writing to convey a central idea.
 - a. "We're going to read this poem titled "Life Doesn't Frighten me" by Maya Angelou. As you listen to me read, I want you to pay attention to what the author is trying to say. What is the central idea of this poem? Remember to listen for details that you think would help us develop a central idea."

9. Display the poem on the smartboard and read it out loud to the students. After finishing the poem, talk to the students about what they already know about poems.
- a. “When we are reading a poem, oftentimes the author will write using figurative language. Knowing this, the details that we are looking for may be figurative language and that is ok. Different kinds of text will use different details to convey their central idea.”

ELL/ML support: If something is figurative, does that mean that it is real or not real?

- b. “Does anyone think they have an idea as to what the central idea of this poem is?”
 - i. The author used writing as a form of expression to face her fears.
- c. “What details can we use to help support that central idea?”
 - i. “I can walk the ocean floor and never have to breathe”
 - ii. “Dragons breathing flame on my counterpane”

ELL/ML support: Define counterpane for the ELL students. “A counterpane is something that goes on top of your bed. Do you guys have a blanket that goes over your bed every day? Engage the ELL students in the conversation, asking them to share if they have different blankets.

- iii. The authors repeated phrase “Life doesn't frighten me at all”

10. Reinforce the idea to students that authors need to use details to convey their central idea. In this case, since it is a poem, the details that are given are mostly figuratively language. When we read informational text, we can expect the author to convey their details with more realistic language and information.

- a. “We are now going to break off into our reading groups and work on filling in this graphic organizer based on the article “Fears and Phobias”. After we fill in the graphic organizer, there is a question that asks you to write what the central idea of the text is. You will need to use the information and key details that you filled in in the graphic organizer to find this central idea. Are we ready? Alright, let’s do this!”

Independent practice (15-20 mins):

11. Hand out the reading to all the students and pull the English language learners to the back of the classroom to work with during the lesson. These students will be given a graphic organizer that directs them to the sections they need to look at to find key details.

Differentiated assessment:

Students are being assessed on their ability to determine the central idea of the text by finding key details throughout the text. The graphic organizer that they produce will be assessed by the teacher to see if they can come up with a central idea. The ELL students in the classroom are all at relatively different levels and backgrounds.

While the other students will be reading the text independently, the classroom teacher will pull the ELL students to the back table where they will read the text with the classroom teacher. The group will work together to read through the text with appropriate scaffolding and prompting from the teacher. Challenge the students to highlight one important detail from each of the sections that we read. Remind students that this detail should be important to help us understand the text. When we get to one of the important vocabulary words for understanding, stop reading, have the students highlight the word, and point to it on the anchor chart as a point of reference.

The student product below is a book reflection activity that was done in a different unit where the students chose their favorite book to write a literary essay about. As you can see from the student product, this students handwriting and grammatical structure are significantly below what a 4th grader can produce. Typically, working with this student in writing tasks can be incredibly challenging, so when possible, offering different forms of assessment where the student can perform varies VAK tasks is the best way for him to be able to showcase his knowledge. That is why for this lesson, the student is being assessed based on the visual that they draw and the verbal interview with the teacher to check for understanding.

Book Reflection

Directions: Think of 3 or 4 of your all time favorite books. They can be books you have read by you, that or even books we read together during our read aloud time. They can also be books that you have read in the past.

Answer these questions to help you choose your favorite book for your "all time" book list.

Book #1

Title: 1001 Questions

Author: 1001 Questions

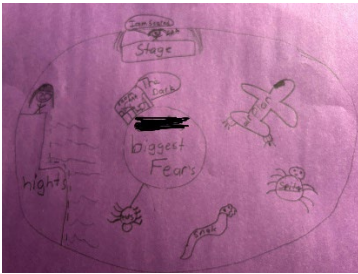
What can you tell us about the characters in the book?
1001 Questions is a book of 1001 questions and answers.

What lesson did you learn from this book?
1001 Questions is a book of 1001 questions and answers.

What made this book memorable?

Rate this Book: ☆☆☆☆☆

The emergent English language learner in the classroom will have the text read to them using a text to speech program on their chromebook that converts the text to the student's native language. This student is a good English speaker but has difficulties when using the language during academic tasks. Rather than completing a graphic organizer where he must write three key details into the graphic organizer, and then use those key details to find the central idea, this student will be assessed through a visual drawing to show comprehension of the text, followed by a verbal interview with the teacher asking about what he thinks could be the central idea of this text. The purple image pictured below was the emergent speaker's completion of their visual drawing. The student was encouraged to either draw pictures or write words to represent their greatest fears and then put it into a circle. This student is not capable yet of writing coherent sentences that follow a grammatical structure, but their willingness to participate and their ability to verbally explain their thought process is very good. When I asked the student afterwards what they thought the central idea of this text was, they said "To tell us about what fear is and why we get afraid of things."



The student product picture below is the graphic organizer being completed by the monolingual English speakers in the classroom. These graphic organizers consist of 3 key details from each section of the story, followed by writing what they think is the central idea of the text. The students are also filling these charts out after reading the text independently. Asking the ELL students to complete this graphic organizer independently, with text that a text containing higher level vocabulary words, would be too overwhelming for them. This is why the ELL students will be completing the modified graphic organizer, while also reading the text with the classroom teacher to ensure comprehension.

What is Fear?

1. Nervous system
2. Human emotions
3. Brain instincts

Fears People Have

1. Heights
2. Public speaking
3. Flying for people who don't fly

Central Idea:
 Fears and Phobias

Fears During Childhood

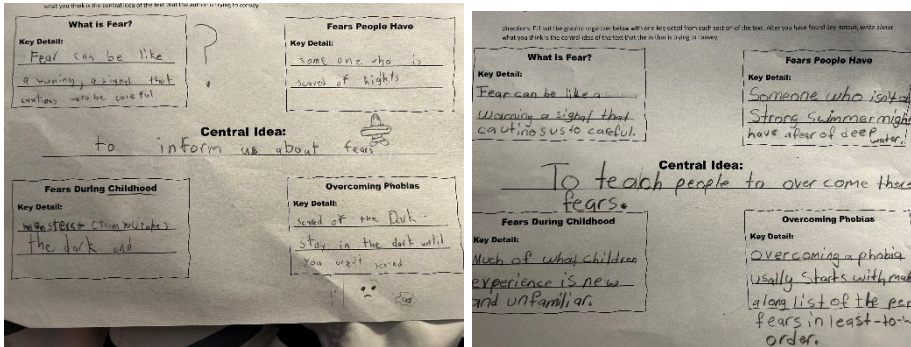
1. Spiders
2. First speaker
3. Imaginary monsters

Overcoming Phobias

1. People can overcome phobias by facing their fear
2. People can get friends to help with their phobias
3. People that are scared can be on days more often

The 3 transitional learners will be given a differentiated worksheet that only requires them to find 1 key detail from each of the sections of the reading. These students are capable of both reading and writing 4th grade level text but have

difficulty with their writing stamina and the grammatical structure of English. While they are capable, asking for tasks that involve a lot of writing are almost counterproductive for them. They can see a lot of writing on the paper and become overwhelmed. These students will all be given access to a Spanish to English dictionary, as well as an anchor chart with the important vocabulary from the reading accessible and viewable to them. The student product below was the graphic organizer that the ELL students completed after reading the text with the teacher. This form of differentiated assessment tremendously helped the students that had difficulties in their writing. By simplifying the graphic organizer, the students were able to successfully complete the task in the allotted time and were even able to come up with a central idea for the task.



12. When students have completed the graphic organizer, have them take out their books to read independently while the other students finish.

Closure:

2. Conclude the lesson by asking groups to share out the central idea that their group found.
 - a. “Were there any differences in the key details that you found in the informational text compared to the poem that we read at the beginning of class?
 - i. The key details found in the informational text were realistic and factual. The reading was split into sections making details easier to find.

Extension Activities:

A great extension activity for after this lesson would be asking students to select an informational text that they would like to read and write a short essay or paper about the central idea of that text. They can be given a graphic organizer like the one that they filled out in class during this lesson to help outline the details they will use to support their central idea.

Standards:

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Reflection:

After teaching this lesson and differentiating it for my ELL/ML students, I've realized that some of my practices that I have used in the past may not have been appropriate for my English Language learners. It is important for educators to understand that their ELL/ML students can all learn in different ways, and that often it's not that the student does not understand, but rather that they were never put in a position to succeed from the beginning of the lesson. It is not fair to expect a student that is a fluent English speaker and a student that is an emergent English Language learner to be able to complete the same academic tasks during a lesson. The method with which they are taught, the supplemental materials that are given to them, and the way that they are assessed, should be differentiated to meet the needs of each individual learner. It is also important to note that it is not just enough to say, "I will have all my English-speaking students do this, and I will have all of my ELL students do this.". Within your group of ELL students, the proficiency level can vary greatly. Differentiated assessment greatly impacts the learning of Multilingual learners because it views the whole student, rather than what they are capable of academically. In this lesson, I decided to pre teach the important vocabulary that was going to be seen in the reading to my ELL/ML learners. This did not take me long and was only about a 10-minute meeting with my students during reading workshop, but this short meeting drastically increased the student's readiness for the reading as they had already been introduced to the text and the challenging vocabulary. As well as that, discussing the student's greatest fears prior to beginning the lesson was a great way to pick up on student interest in the topic and make the learning more authentic for the English language learners. No matter the language or cultural background, everyone has things in their lives that they fear. By having the students share out some of their fears, I opened the class to a discussion and helped the ELL/ML students engage in a meaningful conversation. The greatest success that I saw in this lesson was with the

emergent English language learner. When I had done this lesson initially, the student was not able to complete the graphic organizer and became so frustrated to the point where they stopped doing any work altogether. I realize now looking back that the student was just overwhelmed and was asked to complete a task that was beyond the students' capabilities. Differentiating the student's assessment to allow him to present his knowledge through different media (Drawing and speaking), I was able to help him reach the learning target. I've realized that there are different ways for ELL students to reach the learning target of the lesson, and that I should not simply expect all my students to complete the same assessments. The greatest challenge in differentiating assessments like this is the amount of time that must be spent differentiating each lesson in a meaningful way. I am the sole teacher of a classroom of 22 students. While I want my multilingual learners to succeed, I also must ensure that my other students are succeeding as well. I think that understanding your ELL student, what they are capable of, and how they best display their knowledge, is important to being able to differentiate assessment consistently, while also giving you time to focus on the rest of your students as well.

Video Link:

<https://touro.yuja.com/V/Video?v=9965952&node=43598868&a=175168958>