

## Lesson Plan Template

**NAME:** Karen Wilform

**DATE and TIME:** February 4, 2020 @ 8:30 A.M.

**Lesson Name:** The Seven Chinese Brothers – Read Aloud    **Grade Level (s):** 4th

**Common Core State Standards:**

[CCSS.ELA-LITERACY.SL.4.1](#) *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

**Learning Objectives:** The students will engage in collaborative discussions amongst each other through think- pair-share. They will also use full sentences when responding to questions.

**Content Objective-** Students will actively listen to a story read by the teacher. They will be able to answer basic questions and engage in collaborative discussions amongst their peers.

**Language Objectives-** Students will achieve the content objectives by listening to the story and speaking when answering questions. There will also be times when they will turn to their talking partner and express their comments. They may also share those comments during the read aloud.

**English Language Development (ELD) Standards and Proficiency Levels-**

**Emerging:** *Section 4.5 Listening actively: Demonstrate active listening of read-alouds ~~and oral presentations~~ by asking and answering basic questions, with prompting and substantial support.*

**Expanding:** *Section 4.5 Listening actively: Demonstrate active listening of read-alouds ~~and oral presentations~~ by asking and answering detailed questions, with occasional prompting and moderate support.*

**Bridging:** *Section 4.5 Listening actively: Demonstrate active listening of read-alouds ~~and oral presentations~~ by asking and answering detailed questions, with minimal prompting and light support.*

**Academic Language Requirements:** Throughout the story, we will across different characters. I will have a list of each brother and what special power they possessed. This will help the students differentiate the brothers and their powers.

**Formal and Informal Assessments:** I will make an informal assessment by taking note of who raises their hand when questions are asked. I will also be using popsicle sticks in order to choose random students.

## **Procedure-Instructional Strategies and Learning Tasks to Support Student**

**Learning:** The students will either be sitting on their spots on the floor or in desks around the front area during the read aloud. I will monitor their learning experience by reading a story, talking to them about the story and asking questions in between. I will also use the overhead projector to display the brothers and their specific skills.

**ANTICIPATORY SET:** I will start by telling the students that we have been reading a number of fables and folktales in this class. Today we are going to read a tall tale about seven Chinese brothers who each had a special power. Then I will ask the students, “Do you have a special skill or talent? Think about your own family. Each member is probably good at something.” I will share a little bit about my own children. At this moment, they will have the opportunity to turn to their talking partner and share what skill/talent they possess.

This class has targeted goals. We will read them together.

**Today I am...** actively listening and engaging in collaborative discussions.

**So I can...** contribute my ideas regarding the topics discussed.

**I am successful when...** I have listened and answered questions about the story.

**I DO:** I will be reading the story aloud and asking questions in between. These might be basic or detailed questions regarding the story. They will be prompted to answer in complete sentences.

**WE DO:** Throughout the story, I will ask the following questions. The students will be actively listening but will also engage in collaborative discussions regarding the text.

**CLOSURE:** I will end the read aloud by asking the students, “If you were to choose one of these special powers, which would you choose and why?” Have the students turn and talk with a partner before sharing with the class.

**Resources and Materials:** I will use the overhead projector and a paper listing the brothers and their powers.

Mahy, M., Tseng, J., & Tseng, M.-sien. (2010). *The seven chinese brothers*. New York, NY: Scholastic Inc.