

Direct Instruction Lesson Plan Template for student with Auditory and Visual Associative Memory Problems			
Subject Area: Reading/language arts	Specific Content: Compare and Contrast Chart	Date: 10/2/18	
Grade Level: 1 The students are 6 and 7 years of age.			
State Standards/Common Core/Benchmark/ Subject Area: English Language Arts>> Reading Literature CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories. CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. Subject Area: Arts and Humanities Standard - 9.1.V.1.E1: Use imagination and creativity to express self through visual arts			
Materials/Preparation: “Cloudy with a Chance of Meatballs” by Judi Barrett Markers, pencils, colored pencils, Town template (for us to draw the weather) , umbrella coloring sheets, umbrella cut out, smartboard <i>Prerequisite Knowledge, Skills, Behaviors Needed:</i> Students will know the four season and should be familiar with the concepts of weather that includes clouds, rain, snow, wind, storms, and more specifically tornadoes. The students must also be able to recognize the foods referred in the story (which will be questioned during the book to see if the students can identify the foods).			
Students and Teacher Activities:			
<u>Instructional Objective(s):</u> This student will be able to demonstrate their understanding of the compare and contrast strategy using the book “Cloudy with a Chance of Meatballs” by using the materials and accommodations that are individualized for the student.. <i>Rationale/ Purpose Statement: Why is the content of the lesson relevant for your students?</i> This is relevant to every student because it is talking about weather. Weather effects everybody’s lives during the four seasons. They dress differently, carry extra things, etc.			

INITIATE: (*Focus Activity/Anticipatory Set*)

This lesson will start out by making predictions by looking at the cover of the book. They will make predictions of the weather on the weather chart. Then, the teacher will read "Cloudy with a Chance of Meatballs". While reading the book the students will have to identify the food. Before reading the students will get to look at the cover and make a prediction of what they think the story will be about. We will make one as a class. During the book the students will come up and show what the book is showing as weather. The teacher will have two examples of umbrellas and will ask the students which one will be used in the town of Chewandswallow and which one might be used in real life.

During the anticipatory set there will be visuals of each season on the board, so we can separate the weather into seasons. This will help the student work on their visual learning abilities, by also talking and discussing information that is also drawn on the board. The book will be shown on the board while it is being read, and the questions will be asked throughout the story to spark interest. During the book the students will document the weather on the board and on their personal weather charts. This is just to help keep attention and for the students to understand the point of the lesson is weather.

INSTRUCT: *(The gradual release of responsibility)*

Presenting Content and Modeling *(1 do, you watch) Describe & Demonstrate*

After we are done reading the book we will talk about our prediction and if it was right. Then we will show the weather in the town on the smartboard of what the town looked like in the story with the food falling from the sky for the students to use for their charts, and for them to use later while they make their own crazy weather in a town. Then the teacher will demonstrate a compare and contrast chart on the board and give an example to the class, so they can break up into groups and make their own compare and contrast chart. This chart is on the town in the book and the town that we live in.

During this part of the lesson the student will have his/her own weather chart. This will help with connecting the weather from the book that they mapped with the weather that we experience. After drawing the weather that we normally see on the board this student will be given that weather chart for the visual and descriptions for understanding.

Modeled Practice *(We do) Group Monitored Practice, Receiving & Providing Feedback, Elicit Student Participation, Assess student understanding*

After the teacher models the compare and contrast sheet the students will go back and fill in a compare and contrast chart in a group. During this time they will think of characteristics and differences between the town in the book than the town that we live in, which will show similarities and differences.

During the modeled practice the student will have the weather chart from the book and the weather chart of what we normally see with descriptions on a piece of paper. This will help the student make the compare and contrast part.

./Guided Practice *(You do it, I help) Individually Monitored Practice, Receiving & Providing Feedback, Checking for understanding*

After about 5 minutes the students will pick a representative to share what they had while the teacher writes it in the correct spot on the chart that is on the board. This is where they share their characteristics and differences with the class and the teacher puts it up on the board.

The descriptions that they have written down on the weather charts and their compare and contrast charts will help the student present if they choose to present the material.

./Independent Practice *(You do it, I watch) Students employ the skill, strategy, or information*

Each student will get an empty town template. On this weather board the students will make an imaginary town where odd things rain down from the sky, and then write about why the sky started raining those odd things. Students who finish early get to color their own umbrella cut out.

During independent practice this student will have her weather charts, descriptions, and compare and contrast charts. This is when she would get to use her laptop or computer to look up ideas. This will help her essentially build her own weather board.

Closure: Inspect and Reflect

Summarizing/reviewing/integrating with previously learned content/anticipatory set for next lesson?

The students will share their stories and their town to show what they have created. Then we will compare at the end of the stories the difference between real life weather and the crazy weather that they made up just by having a group discussion at their tables.

The student's descriptions, website descriptions, and weather chart should help them get through the presentation. This student will have descriptions written by the time their independent work is done, and they would just have to read right off of their paper.

How will you provide practice for this objective?

I provide practice for the objective by modeling the compare and contrast chart, and then having them work on a chart with their classmates. Then we bring it all together to put it up on the chart that is presented on the board. The students then create their own town that has their own crazy weather.

How did you address student learning styles during this lesson?

Visual:

The visuals given include the book that the teacher will read, the compare and contrast chart on the board, and the town template will be handed to them for their independent activity. They will get to draw their own visual, which helps reach long-term memory.

Auditory:

The class will brainstorm predictions of what will happen in the story before reading it. Then the teacher will read the book to the students, and model the compare and contrast chart. Before the students do the compare and contrast chart the teacher will explain the activity. The students will share their characteristics and differences with the class to make the chart after five minutes of collaboration in their group. The teacher will explain the independent activity with the students about them creating their own visual and writing about it. After the students are done with the activity they will get to share by telling and explaining the weather in their town.

Kinesthetic:

The students will get to work on a compare and contrast chart together in small groups, therefore it is hands on for them to give their own ideas. The students will also get to make their own visual of their storm through their town, and write about what they had done. The students also get to come up to the board to show their predictions of the weather in the book and to show what the weather is doing in the book.

Strengths: Kinesthetic

I chose to have the student use bodily kinesthetic for the student to do hands on assignments in class to keep them engaged. By having them do kinesthetic work they will be able to show their understanding and gain more knowledge based on what their peers know.

Weaknesses: Visual and Auditory associative memory problems.

I chose to use these also, so the student could work on learning visually and through auditory learning. If we can interpret these two ways of learning in the lesson, when it is for a short amount of time we can slowly work on their visual and auditory memory problems. This will be effective especially when we keep doing kinesthetic work also that has them doing hands on activities and these activities will check their understanding.

Assessment Criteria

What tangible evidence will demonstrate your students' learning today?

The compare and contrast chart is a check for understanding. They will gain knowledge by working in a group and can learn from others during this activity. The students will also be making their own weather chart and writing about the weather that they made for their town. They will be graded on their writing, creativity, and effort.

How did you monitor students' progress?

When the students are working on the compare and contrast charts in their groups the teacher will be observing and answering any questions that the students have for the teacher. When we share the chart that is where the students understanding of the chart shows. After the chart together they are making their own weather patterns, and that will be monitored by observation. The students will present and turn it in, which will be assessed as shown above.

What will be considered quality work?

Quality work would be the students putting forth a decent amount of effort, using their creativity, and only making few mistakes on their writing. The students need to be able to explain their work and make it clear to everybody what their vision was based on their drawing and their writing.

*What instructional modifications did you have to make?

The modifications that I had made was that Britney can use an alpha smart computer to help her with the writing aspect of the assignments. Other than that she is completely able to participate in the other activity. She can contribute to the compare and contrast chart by giving characteristics and differences. She can also draw a visual for the class on the weather chart with no modifications.