

## RDG 413 Direct Instruction Lesson Plan Template for Micro-Teach

<b>Teachers: Taelyr Richards</b>	<b>Subject/Grade: ELA/4th Grade</b>
<p><b>AZ ELA Academic Standard(s):</b> (Remember to select the literature standard if your text is narrative, or select the informational text standard if your text is informational)</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	
<p><b>Objective</b> Explicit, measurable, and aligned (to standard and assessment): <i>Domain 1a - Planning &amp; Preparation</i>  <i>What do you want students to know and be able to do with the content? These are observable, measurable outcomes that students should be able to demonstrate and that you can assess.</i></p>	
<p><b>SWBAT determine the main idea of an informational text and explain how it is supported by key details.</b></p>	
<p><b>Text Analysis in Preparation for your Comprehension Lesson (10 points)</b></p> <p>Title of Text: I Am Anne Frank          Author of Text: Brad Meltzer          Lexile Level: 640L</p>	
<p><b>Purpose</b>-What is the purpose for reading this text? What are the enduring understandings or big picture takeaways that you want students to gain?</p> <p>The main purpose for reading “I Am Anne Frank” is to understand parts of history, in this instance the Holocaust, in an age-appropriate and accessible way. The students will also be able to strengthen their reading comprehension by combining text and visuals in an engaging format.</p>	
<p><b>Text Structure</b> - What is the structure of this text, Narrative or informational? What genre is this text?</p> <p>This is an informational text that is written as a non-fiction graphic novel.</p>	<p>Screenshot of a graphic organizer to remind students of type of structure of this text (narrative/informative)</p>

**Read and Respond**  
**NONFICTION**

Article/Author: \_\_\_\_\_

Main Idea: \_\_\_\_\_

Three Important Facts or Statistics:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

One Opinion From the Article: \_\_\_\_\_

My Opinion About the Article: \_\_\_\_\_

Supporting Detail 1: \_\_\_\_\_

Supporting Detail 2: \_\_\_\_\_

Supporting Detail 3: \_\_\_\_\_

Author's Purpose

Persuade  Inform  Entertain  
 Explain  Describe

Text Structure

Description  Problem & Solution  
 Order & Sequence  Cause & Effect  
 Compare & Contrast

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**Background Knowledge** - What background knowledge or context is needed for students to be able to access comprehension of this text?

What is a diary? - Personal perspectives on historical events.

Geographical Awareness - Students have been working on this in previous lessons.

World War II and the Holocaust - (1939-1945) - age-appropriate introduction of the Jewish people and others during the Holocaust.

**Select Vocabulary** - What vocabulary words will you teach before reading? These should be words that are **central to the meaning** of the book. Add each word and the student-friendly definition you'll use:

**Prejudice:** Thinking something bad about a person or group just because they are different, without really knowing them.

**Discrimination:** Treating someone unfairly or differently because of who they are, like their skin color, religion, or where they come from

**Forbidden:** Not allowed to do something.

**Perspective:** The way someone sees or understands something, based on their own thoughts, feelings, or experiences. (Two people can have different perspectives about the same thing, like how one person loves rainy days and the other doesn't."

**Challenging Language-** What are challenging sentences / phrases or academic language from the text?

“He believed that Germans were superior”

“We knew what a ‘call-up’ really meant. The Nazis would send people to a concentration camp, a prison where Jews were locked up and made to work all day and night.”

**Comprehension Strategies-** What comprehension strategies may be helpful to students as they work to understand the content of this text?

Before	During	After
Predict what the text will be about.	Ask questions to clarify confusing story elements.	Reflect on what the story was about. Did it make sense? How do they feel after reading it?
What makes a hero?	Use knowledge/experiences to make sense of the story.	Reflect and share orally if their predictions were accurate.
Share the main goal.	Pause and predict what will happen next.	Write opinions about the story on the graphic organizer.

**Differentiation-** Consider individual student learning needs, what are strategies that you’ll use?

- **Emergent Multilinguals / English Language Learners-** Ensuring the students are able to see the graphics well enough to help their understanding of the text.
- **Developing Readers-** Ensuring the students are able to see the graphics well enough to help their understanding of the text.

**Evidence of Mastery (Measurable Statements):** *Domain 1b - Planning & Preparation*

*Include a copy of the lesson assessment (rubric, checklist, etc.) – Provide exemplar student responses with the level of detail you expect to see. – Assign value to each portion of the response – Is your assessment aligned to the lesson objective and standard listed?*

Lesson Assessment (link copy): **Nonfiction Main Idea Analysis Rubric for 4th Grade**

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
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<b>Main Idea Identification</b>	Clearly and accurately identifies the main idea with exceptional precision and depth	Identifies the main idea with clear understanding	Identifies the main idea with some accuracy	Partially identifies the main idea	Struggles to identify the main idea	
<b>Supporting Details</b>	Provides 3 strong, relevant supporting details that directly connect to the main idea	Provides 3 supporting details that mostly connect to the main idea	Provides 2-3 supporting details with partial relevance	Provides limited or vague supporting details	Provides minimal or irrelevant supporting details	
<b>Text Evidence</b>	Uses precise, direct quotes and specific evidence from the text to support main idea	Uses clear text evidence to support most claims	Uses some text evidence with moderate effectiveness	Uses minimal text evidence	Lacks any meaningful text evidence	
<b>Author's Purpose</b>	Accurately identifies and explains the author's purpose with deep insight	Correctly identifies the author's purpose with good understanding	Identifies the author's purpose with some accuracy	Partially identifies the author's purpose	Cannot identify the author's purpose	
<b>Text Structure Analysis</b>	Demonstrates advanced understanding of text structure and its connection to the main idea	Shows clear understanding of text structure	Recognizes basic text structure with some explanation	Identifies text structure with difficulty	Cannot identify text structure	

### Scoring Guide:

- Total Points: 25
- 22-25 Points: Excellent
- 18-21 Points: Proficient
- 14-17 Points: Developing
- 10-13 Points: Emerging
- 0-9 Points: Beginning

Students will complete a graphic organizer where they identify the main idea from "I Am Anne Frank" and list at least three key details that support this main idea. This will be used to measure their understanding and mastery of the lesson objective.

During (how you will monitor learning during the read aloud / comprehension lesson):

- Asking open ended questions: "How do you think Anne felt when she couldn't go outside?"
- Check for evidence of understanding in student answers. Guide students to clarify or expand on their thoughts.
- Analyze the illustrations of the graphic novel together.
- Turn and Talk conversations in students' small groups to discuss a question and gauge their understanding.
- Watch for signs of engagement.

By the end of the lesson:

- Objectives **MET**: Student has fully demonstrated understanding and met the goal of the lesson.
- Objectives **PARTIALLY Met**: Student shows some understanding but may lack detail, depth, or complete accuracy.
- Objectives **NOT Met**: Student does not demonstrate sufficient understanding or is unable to meet the objective.

### Prior Learning vs New Learning: (Sequenced from basic to complex) *Domain 1c-d - Planning & Preparation*

*How will you review past learning and make connections to previous lessons? – What skills and content are needed to ultimately master this objective? – How is this objective relevant to students, their lives, and/or the real world? (List bullets)*

- This is mapped out in your text analysis and shared with students in your opening (no need to add anything to this box for this content area)

### Key vocabulary:

see above

### Materials:

I am Anne frank - Brad Meltzer  
Graphic Organizer  
Pencil



Before continuing with your planning below, **use sticky notes** to map out your think alouds, vocabulary explanations, and questions that you'll use during reading and add these to your book.

*Consider what comprehension strategies you'll model and encourage students to use.*

**Think Alouds** to model how to monitor comprehension / ask yourself questions

**Vocabulary / Concept Explanations**

**Use of Strategies** - ex. prediction, visualization, asking / answering questions, summarizing / retelling

**Literal Questions** (question can be answered directly from the text)

**Inferential Questions** (reader needs to infer meaning from the text)

**Evaluative Questions** (questions require the reader to formulate a response based on their opinion)

*The questions you'll ask depend what is occurring in the text and should support students with monitoring their comprehension*



After you have added your sticky notes, transfer your ideas into the plan below. Map out your approach to supporting deep comprehension and critical thinking about this text. This should be listed sequentially in the order that these come up in your text.

This is where the teaching begins! 😊

**Opening** (state objectives, expectations for learning & behavior, connect to previous learning, and make relevant to real life):

*Domain 3a - Learning Experiences*

*How will you "hook" the students and activate their interest? – How will you connect to past learning? – How will you present the objective in an engaging and student-friendly way? – How will you communicate its importance and make the content relevant to your students?*

How will you communicate your **objective** in an engaging and student-friendly way:

- Today, we are going to read a story about someone really important from history, Anne Frank. While we read, our goal is to figure out the *big idea* of the story (what the author wants us to learn about Anne Frank's life". We will also look for clues in the story, like important details and facts, that help support that big idea. At the end of the story, we will be able to share what we think the message (*big idea*) is and how the author helps us to understand it.

What will you ask to help students make predictions using the **text structure**?

- **Before:** Looking at both the front and back covers, "What do you think this book will be about based on the title and the quote from the back cover? Why do you think that?"
- **During:** "We just read about Anne's Family going into hiding. What do you think might happen next? Why?"
- **After:** "How did the way the story is organized help you make predictions?"

What will you ask to help students **activate their existing background knowledge**?

- Big question - "Have you ever written in a journal or a diary to share your thoughts? Why do you think someone would write about their life?"

What will you share / explain / show / to **provide background knowledge** that students may not have but is necessary for deeper comprehension of the text?

- Show images of Anne Frank and discuss her significance briefly.
- Introduce a short video clip about Anne Frank's life to capture interest.

<p><b>Before:</b> Instructional Input (focusing on modeling, explanation)</p> <p><i>Domain 3 - Learning Experiences</i></p>	<p><b>Teacher Actions</b> (list in bullets with enough detail for someone else to teach it for you)</p> <p>What <b>vocabulary words</b> will you preview (Tier 2) before reading? Include brief student-friendly explanations / of each word (3-5 words):</p> <p><b>Prejudice:</b> Thinking something bad about a person or group just because they are different, without really knowing them.</p> <p><b>Discrimination:</b> Treating someone unfairly or differently because of who they are, like their skin color, religion, or where they come from</p> <p><b>Forbidden:</b> Not allowed to do something.</p> <p><b>Perspective:</b> The way someone sees or understands something, based on their own thoughts, feelings, or experiences. (Two people can have different perspectives about the same thing, like how one person loves rainy days and the other doesn't."</p>	<p><b>Student Actions</b> (what will the students be doing?)</p> <p>Students will be writing the key vocabulary words on their "One-Pager". The students will provide examples of each vocabulary word, based on the definition, in their small groups.</p>
	<p><b>Differentiation</b> <i>Domain 1f - Planning &amp; Preparation; Domain 2d,f - Learning Environments; Domain 3f - Learning Experiences</i></p> <p><i>Do you anticipate any students who will need an additional challenge (SPED, ELL, Gifted, etc.)? – What accommodations/modifications will you include for specific students? (Accommodations = instructional supports and/or services to help a student. Modifications = individual changes to content and/or performance expectations.)</i></p> <ul style="list-style-type: none"> <li>● The student will be offered the opportunity to have the discussion with his aide or within his assigned small group.</li> </ul>	
<p><b>During:</b> Guided Practice (opportunities for students to practice, teacher may need to model and explain again)</p>	<p><i>How will you ensure that all students have multiple opportunities to practice new content and skills? – What types of questions can you ask students as you are observing them practice? – How/when will you check for understanding? – How will you provide guidance to all students as they practice? – How will you explain and model behavioral expectations? – How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the sub-objectives? – How will students be engaged? – How will you elicit student-to-student interaction? – How are students practicing in ways that align to independent practice?</i></p>	

Domain 3 -  
Learning  
Experiences

**Teacher Actions** (list in bullets with enough detail for someone else to teach it for you)

<b>Response Type and Page number</b> (think aloud, vocabulary, literal/evaluative/inferential question, or strategy name)	<b>Sentence from the text</b>	<b>Your questions, explanations, think alouds and checks for understanding</b>
Covers (Front/Back)	"I am Anne Frank" - Front "I believe that people are truly good at heart." - Back	<ul style="list-style-type: none"> <li>• "What do you think this book will be about based on the title and the quote from the back cover? Why do you think that?"</li> </ul>
Pages 1-2	"I am Anne Frank"	<ul style="list-style-type: none"> <li>• "Take a look around these pages. What do you see? Where do you think she is?"</li> </ul>
Page 6	"One other thing that's important to know about me is that I'm Jewish. That's my religion" "Nazis who didn't like those of us who were Jewish, or other groups who were different from them."	<ul style="list-style-type: none"> <li>• Discrimination - remind the students of the vocabulary word.</li> <li>• "How is this considered discrimination?"</li> </ul>
Page 7	"To protect us from the Nazis, my family became refugees and moved to a city called Amsterdam, in the Netherlands."	<ul style="list-style-type: none"> <li>• "What do you think it means to be a refugee?"</li> </ul>

**Student Actions** (what will the students be doing?)

Students will be writing on their one-pager as we read aloud in class. This includes, but is not limited to, drawing illustrations and writing down key details that stand out to them.

Students will be having discussions in their small groups about questions being asked.

Students will be sharing ideas aloud, to the class, when prompted.



	Page 18	“This was our hiding spot, a small area at the back of my father’s office: the Secret Annex.”	<ul style="list-style-type: none"> <li>• What do you think was behind the bookcase? (Margot’s face looks concerned...)</li> </ul>	
	Page 22	“It may be damp and lopsided, but there’s probably not a more comfortable hiding place in all of Amsterdam. No, in all of Holland.”	<ul style="list-style-type: none"> <li>• What is Anne’s perspective?</li> <li>• “Wow! It’s all about perspective and I love how Anne chose to look at all the good things.”</li> </ul>	
	Page 26	“We hid in the Secret Annex for two years and one month.”	<ul style="list-style-type: none"> <li>• Can you imagine living, going to school, eating, sleeping, etc in this tiny, cramped space for over 2 years?</li> </ul>	
	Page 34	Read all of the quotes from all of the different visitors.	<ul style="list-style-type: none"> <li>• What does hope look like to you?</li> </ul>	
	<p><b>Differentiation</b> <i>Domain 1f - Planning &amp; Preparation; Domain 2d,f - Learning Environments; Domain 3f - Learning Experiences</i>  <i>Do you anticipate any students who will need an additional challenge (SPED, ELL, Gifted, etc.)? – What accommodations/modifications will you include for specific students? (Accommodations = instructional supports and/or services to help a student. Modifications = individual changes to content and/or performance expectations.)</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>After:</b>  <b>Independent Practice</b>  (allowing students to work towards mastery)</p>	<p><b>Teacher Actions</b> (list in bullets with enough detail for someone else to teach it for you)  What will you have students do so that all learners have the opportunity to explain their understanding and meet the objective (assessment/evidence of mastery)?</p> <ul style="list-style-type: none"> <li>• Read from "I Am Anne Frank" together as a class.</li> <li>• Ask students guiding questions as we read aloud: <ul style="list-style-type: none"> <li>○ "What is happening in this part of the story?"</li> </ul> </li> </ul>			<p><b>Student Actions</b> (what will the students be doing?)</p> <ul style="list-style-type: none"> <li>• Students will complete a "Read and Respond" worksheet where they will identify the main idea of an excerpt from "I Am Anne Frank," list three supporting</li> </ul>

<p>Domain 2 - Learning Environments</p>	<ul style="list-style-type: none"> <li>○ "Can anyone tell me what the main idea might be?"</li> <li>○ "What details support your answer?"</li> <li>● Monitor student responses, providing feedback and redirection as needed.</li> <li>● Ask clarifying questions to promote a deeper level of thinking.</li> </ul>	<p>details, and summarize the text in their own words.</p>
<p><b>Differentiation</b> <i>Domain 1f - Planning &amp; Preparation; Domain 2d,f - Learning Environments; Domain 3f - Learning Experiences</i>  <i>Do you anticipate any students who will need an additional challenge (SPED, ELL, Gifted, etc.)? – What accommodations/modifications will you include for specific students? (Accommodations = instructional supports and/or services to help a student. Modifications = individual changes to content and/or performance expectations.)</i></p> <ul style="list-style-type: none"> <li>●</li> </ul>		
<p><b>Closing (Student Reflection/Real-life connections):</b>  <i>How will students summarize and state the significance of what they learned? How can you restate/connect back to the objective to reinforce what was taught?</i></p> <ul style="list-style-type: none"> <li>● Conduct a quick share-out where students present their main ideas and key details in pairs.</li> <li>● Ask each pair to share one interesting detail they discovered about Anne Frank.</li> <li>● Summarize the day's learning by revisiting the key vocabulary and main idea concept.</li> </ul>		
<p><b>High-Leverage Practices (link):</b> Which HLPs will you focus on for this lesson? <a href="#">General Overview of HLP's</a></p> <ul style="list-style-type: none"> <li>● HLP 18: Use strategies to promote active student engagement</li> </ul>		