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| Lesson Title: ***How to Create Simple Book Reports***  ***Lesson 1*** |
| **Grade: 4**    **Subject: Creating Simple Book Reports**  **Unit: Language Arts** |
| **Driving Question:** How do I show what I learned about a book?  How do I express my thoughts and opinions about the book? |
| **NS Language Arts Curriculum Outcomes:**  [ELA 1.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [1.4](http://choltmasters.weebly.com/english-language-arts-outcomes.html) ,  [4.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [6.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [6.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [9.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.3](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.4](http://choltmasters.weebly.com/english-language-arts-outcomes.html) |
| **Learning Targets:**   1. **Students will find and validate plot and character information on a book they have read.** 2. **Students will evaluate book information and leverage the most appropriate details to create a draft for a report.** 3. **Students will apply and interconnect learning from flipped videos in order to create simple book reports.** |
| **Resources/AT Tips:**   1. [Notability](http://choltmasters.weebly.com/language-links.html) App on all classroom iPads – this app supports UDL as it can used for students wanting to handwrite, draw, and even type when making notes in collaboration. 2. [**I Can Find Details**](http://choltmasters.weebly.com/find-details-chart.html)**,** chart. 3. Teacher’s collaborative skills [checklist](http://choltmasters.weebly.com/assessment-resources.html) |
| **Lesson Procedure** |
| **I do (10 – 15 minutes)**  **Teacher:** “Activate prior learning from book response. “ We have learned how to start thinking about our books by making connections and giving opinions. We are going to build on those skills so we can continue to build up our analytical thinking, and become deep thinkers.”  *At the meeting place:* Teacher has a chart on the board with headings,  “Main Character” - subheadings are a) name b) description  “Problem Faced”  “Character’s Steps to Deal with Problem”  “What Happened in End?”  (the students should be comfortable on seats or on cushions but grouped together as this is a group share, and then we will break into pairs)   1. **Tell the students we are going to practice thinking about and looking for the details in a book, so we are going to used our shared reading, “Bunnicula”.** 2. **Begin with the question, “How do we know who the Main Character of a story is?”** *Students may need guidance to respond that the story revolves around that character. He/She/or It is always part of the action.*   **Ask students things like “If their name is in the title, does that mean they are the main character?”** *No – give “Charlotte’s Web” as an example as most children know that story. Wilbur is the main character. It is called “Charlotte’s Web” because she is his closest friend and her webs become part of the solution for keeping Wilbur alive.*   1. **Work through the expectations of the chart, and then have the students break into pairs for completing the work.** Remind student that because the assignment in in the writing class of [**Showbie**](http://choltmasters.weebly.com/language-links.html)**,** they may either type or print their answers when completing the chart. |
| **We do: (20 – 30 minutes)**   1. Students access Showbie and go to the Writing Class, and open   [**I Can Find Details**](http://choltmasters.weebly.com/find-details-chart.html)**,** chart.   1. Students work collaboratively in pairs 2. Teacher circulates to check on progress, make notes on collaborative skills ([checklist](http://choltmasters.weebly.com/assessment-resources.html)). 3. Students work in teams to discuss and collaborate on the chart. They have 30 minutes to complete the chart and then turn it in on Showbie. |
| **We Share (10 – 15 mins)**   1. Class shares their answers as a group – class discusses and agrees on a final chart (turn into an anchor chart for later). |
| **I Do (10 mins)**   1. Remind the class that the information they have gathered on “Bunnicula” is the same type of detail they need to gather on the book they read independently. 2. Explain to students that they now have a second chart on Showbie and they will complete this chart before staring on their book report. The chart will serve as a planner for them. 3. Tell the students they have the next 20 minutes to complete the chart for their independent reading book. |
| **You Do (20 mins)**   1. Students work independently on their charts. Students may handwrite or type to fill in the chart on Showbie.   Students with DAs may use Claro to use the Speech to Text function.   1. Teacher circulates to check on progress |
| **Adaptations:**  **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.  **ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.  **LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |