Lesson Plan Template

Grade: 5th grade	Subject: Language Arts, Computer Sciences
Materials: *The Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg, Detective File Reports (25), pencils, Realistic Fiction Poster	Technology Needed: iPads

Instructional Strategies:

Direct instruction	Peer teaching/collaboration/ cooperative learning
Guided practice	
Socratic Seminar	Visuals/Graphic organizers
Learning Centers	PBL
Lecture	Discussion/Debate
Technology integration	Modeling
Other (list)	

Guided Practices and Concrete Application:

Large group activity	Hands-on
Independent activity	Technology integration
Pairing/collaboration	Imitation/Repeat/Mimic
Simulations/Scenarios	
Other (list)	

Explain: The students will be in large-group while reading the book and discussing what realistic fiction is and how to determine what is important information from the text. The students will fill out their Detective Files with clues (important information) during the reading independently. After reading, the students will create a FlipGrid video explaining what the student can find from his Detective File that supports his opinion that the book is, or is not, part of the realistic fiction genre.

Standard(s)

Language Arts: R.L.1: Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

Computer Sciences: 5.DCA.1 Organize and present collected data to highlight comparisons and support a claim.

Differentiation

Below Proficiency: Students will collaborate with their peers and teacher to find the important information from the Read-Aloud. Students will test-run what they are going to say with the FlipGrid with a teacher or a peer before making their video.

Above Proficiency: Students will gather the important information from the Read-Aloud independently and eloquently talk about why the book is realistic fiction on FlipGrid without support.

Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)
Auditory: Students will listen to the book during Read-Aloud, listen to themselves giving their opinion and evidence before submitting their FlipGrid, listen to the instructions, and listen to the components of realistic fiction.
Visual: Students will see the components of Realistic Fiction on the Poster and visually see the important information collected on their Detective Files. Students will view each other's FlipGrid opinions as well.

Objective(s)

By the end of the lesson, the learner will determine what the important information given by the text is by summarizing the information down in the form of clues to solve the mystery presented by the book.

By the end of the lesson, the learner will defend his opinion on whether *The Mixed-Up Files of Mrs. Basil E. Frankweiler* is realistic fiction based on his knowledge of the characteristics of the genre by creating a FlipGrid video on why they think that it is, or is not, part of the genre using textual evidence to back up their claim.

Bloom's Taxonomy Cognitive Level: Understanding, Analysis

Classroom Management- (grouping(s), movement/transitions, etc.)
Students will be in whole-group during the Read Aloud and discussion of Realistic Fiction. Students will create their FlipGrids at their desks (or other learning spots) using their peers as sounding boards and fellow collaborators as needed. Students will follow the "5, 4, 3, 2, 1" model for transitions.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Students will actively participate in the Read-Aloud by answering prompts (auditorily and physically), writing their important information on their Detective Files, and asking thoughtful questions. Students will communicate with peers and teachers with quiet, respectful voices. Students will record their FlipGrid individually.

Minutes	Procedures
1	**Set-up/Prep:** Gather the book and hang up the poster.

1	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** "I have a story to tell you, students. One day, I was walking my dog, and I was wearing a blue shirt, and it was 70 degrees out, and the sun was shining. My dog is three years old, and I was walking along, enjoying my day. A squirrel jumped out, and my dog started chasing it. There were quite a few flowers along the road. I had to chase after my dog and call out to him before he came back, and then we went home."
20	**Explain: (concepts, procedures, vocabulary, etc.)** " What was my story about, students? (take student feedback) That's right, it was about my dog chasing after a squirrel. Did you need to know that there were flowers along the road or that I was wearing a blue shirt? (let students answer). You're right, you didn't. Part of our jobs as good readers is to determine what in the text is important information that we need to know and what is not as important. We are going to practice this skill during our Read-Aloud today. To help us practice this, we are going to be detectives. Part of being a detective is figuring out what information about the crime is important and what is not important. This is a perfect book for this too because this book has a mystery in it, so a lot of our important information is going to be important for figuring out the mystery too. Before we read about this mystery, I want to tell you a little about the genre of this book. This book is part of the Realistic Fiction Genre. I have this poster hung up here, so you can reference it throughout this lesson. In Realistic Fiction novels, the story takes place in an authentic setting. What do I mean by 'authentic setting'? Who has an idea? (take a few ideas). You're right, students, an authentic setting is a real-life setting. It is a setting that you would encounter in real life. A school would be an authentic setting. What would not be an authentic setting? (take ideas, a whole country hidden in a closet would be an example). Realistic Fiction stories also has characters that are like people you might meet in real life and at least one of the characters deals with a conflict. What are some examples of a conflict that a realistic character might encounter? (take ideas, some ideas are bullying, fighting with a friend, losing a pet/toy, etc.). Lastly, Realistic Fiction stories are told from the 1st or 3rd person viewpoint. What does that mean? (take ideas, it means that either the author is talking as if he was the main character using the "I" pronoun or that he is outside the story somehow using "he/she" pronouns). While we are reading this book, I want you to be thinking to yourself if this book has these components in it. I want you to find details from the text that tells you that it is Realistic Fiction. It will help you find those details if you put your detective hats on. I want you to think like a detective and find clues as to why this book is Realistic Fiction in addition to finding important information clues. This might be details about the main characters, big events that happen, places and times in the book, and important things that the characters say in the book. These are the clues that I want you to look for as we read this book." Read the synopsis of the book on the inside flap of the book jacket before starting to read the book aloud with expression and fluency. Stop at periodic points in the story to ask questions like these: "What important information are you finding in the text? Why is that important? Is this an authentic setting? Why do you think that? What is the conflict that Claudia is experiencing? What are your predictions about how Claudia is going to solve her problem? Why is that your prediction? Are Claudia and Jamie like kids that you would meet in real-life? What is it about them that makes them realistic? What clues have we found so far?" After reading two chapters, stop and say, "This is as far as we are going to go in the story today, students. I am wondering what clues we found in the story that we think are important pieces of information from the book? (take three share-outs) Great, these clues are going to help us solve the mystery of the statue with Claudia and Jamie. Students, you are pulling very important information from the book. Turn and talk to your partner and share with them some clues you found that tell you that this story is Realistic Fiction (allow time for turn and talk). Next students, we are going to take the list of our clues and you are going to make a video on FlipGrid. In this video, you are going to tell me the important information you pulled from the story, why you think these clues are the most important clues for the story so far, what elements from the text that you found that tells you that this story is Realistic Fiction, and why these elements tell you that. Your video should be at least three minutes long. You can talk with your peers about what you are going to say and practice for them before you make your video, but I am only giving you ten minutes to record your video, so I want you to practice managing your time, so you have enough time to record your video. I want all of you to go get your iPads, so we can get to FlipGrid together. (Allow time for the students to grab their iPads). First, you are going to open the Chrome app. You are going to go to flipgrid.com. You are going to click the button that reads "Enter a Flip Code". (Write 00927584 on the board). You are going to type this number into the box that pops up. This will take you to our class Grid. You are going to see a big, green plus button. Press that and it will take you straight to the screen that records your video. When you are done recording your video, watch it and see if there is anything you need to add. If it looks good, go ahead and take a selfie with your video and upload it. Go ahead!"
10	**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Let students collaborate with their peers, talk through their reasonings for their clues, and make their videos. Ensure students are practicing what they are going to say before making their video and watching their video before uploading it. Ask questions like: "Why are you including this clue for the important information? Why is this important to the story? Why does this fact prove that this story is Realistic Fiction? What else proves that the story is Realistic Fiction?"
3	**Review (wrap up and transition to next activity):** "Students, come back to me in 5, 4, 3, 2, 1. Excellent. I heard a lot of good clues that proved the story was Realistic Fiction. I also heard a lot of good clues that contained important information for the story. I wonder if you are going to solve the mystery before

	Claudia and Jamie. Throughout the week, you are going to watch your friends' videos and comment on them what you think of their reasonings. We are going to learn from each other because everybody had different clues. Good work, Detectives!"

Formative Assessment: (linked to objectives)	**Summative Assessment (linked back to objectives)**
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.	**End of lesson:**
	FlipGrids, Detective Clue Sheets
Turn and talk	
Answers to questions during Read-Aloud and Explore section (running record of these answers)	**If applicable- overall unit, chapter, concept, etc.:**
Consideration for Back-up Plan: If technology is not working, I could have the students present their clues and reasonings to each other in a gallery walk (half the students walk around the room while the other half stays still). All students will have an opportunity to share their reasonings.	

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
The Introduction and Explain sections of the lesson went really well. The students were hooked by my story and immediately caught on to the concept of determining important information from a text. The students were able to pick out the important information in my story. Additionally, the explanation of the features of Realistic Fiction went well. The students were able to help define these characteristics and come up with examples. Throughout the Read-Aloud, the students had phenomenal thinking with connecting the features of Realistic Fiction with what they found in the text and with the important information. They were definitely able to better pick these elements out after walking through them with my story and their examples. I knew that the students practiced and became better at this skill through the development of their thinking in their answers. However, my instructions were not clear enough as to what the students should be doing to record their information clues and Realistic Fiction elements. Because I was not clear with my instructions as to this, the students struggled to make their videos explaining what they found. Additionally, FlipGrid was not available to the students, so I took students' suggestions and had them make an iMovie instead. However, some students were not sure how to do that, and I was not clear on how to do it either. One change I would make is to add a modeling of how to utilize the handout to record their Realistic Fiction and important information clues. After modeling it during the Read-Aloud, I would stop after every couple pages and say that I had found one or two more clues and ask the students what they found to keep them more accountable and ensure their understanding. This would ensure that all students would have enough information to complete their video. Also, I would ensure that I walk through each step to make their video and have the students hold up their iPads to visually check whether they were following along to make their video. I think I would also partner the students up so that they have someone to record them and talk through their information with before making their video. Lastly, I would change my differentiation to have more advanced learners find more information clues versus having them complete the activity without support because I want all of my students to reach that level of mastery.