**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** WD Movie S**ubject:** Reading **Date:** March 28-April 3, 2014

**2. Target Grade Level:** 4th grade

**3. PDE Standards:**

1.9. Information, Communication, and Technology Literacy

1.9.4.A. Use media and technology resources for directed and independent learning activities and problem solving.

1.9.4.B. Understand and investigate media as a source of information and entertainment.

**PA Common Core Standards:**

CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.

CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objectives** | **Aligned Assessments** |
| --- | --- |
| Given a Venn Diagram, the student will compare and contrast their selected readings from Because of Winn-Dixie with the film of the book by providing at least 2 differences in each circle (two for book, two for movie) and two differences. | Venn Diagram activity |

**5. Materials Needed:**

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| --- | --- |
| Winn-Dixie movie |  |
| Venn Diagram for each student |  |

**6. Expectations for Behavior and Class Activities:**

* The student will follow teacher directions.
* The student will actively engage in all activities to her best ability.
* The student will use respectful language towards others.
* The student will keep hands and feet to him or herself.
* The student will remain quiet and seated during the lesson.
* The student will use a quiet raised hand to respond to or ask questions.

**7. General or Specific Accommodations for Special Needs Learners:**

* Students with attention challenges will be allowed to stand at their desks rather than sit. They will also be given extra attention to help redirect them during the lesson and allowed to take verbally requested breaks as needed throughout the lesson.
* Students with learning challenges will be conferenced with during independent work to double check for thorough understanding of all concepts introduced or revisited in this lesson.

**8. Description of Learning Activities**

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| --- |
| **Lesson Implementation** |
| Introductory Activity:  The teacher will review what the students read in their Because of Winn-Dixie excerpts and then introduce the movie. She should tell students to watch for differences and similarities. Then, start the movie.  Modeling/Demonstration:  After the movie, the teacher should review how to fill in the Venn Diagram graphic organizer. This was done in the previous unit quite a bit, so students should be familiar. Go over things that might be the same or different in the movie an book and model as needed.  Guided Practice and Feedback:  Have students fill in one similarity or difference with you on the board to check for understanding.  Independent Practice/Exploring:  Have the students independently complete the compare and contract Venn Diagram and hand it in. This will be used to assess their skills for this lesson.  Review and Preview:  Review the similarities and differences on the board and have students talk about lessons learned in the Winn-Dixie unit. List these on the board and move on.    Formative Assessment:  The students will be formatively assessed during questioning and answering time and via the Venn Diagram.  Accommodations:  Students with learning support needs will be visited more frequently to help them with their Venn Diagram completion. |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Students who miss the movie may not be able to complete this task fully. The may be given the movie to watch at home.

**10. Summative Assessments:**

Summative assessments were completed prior to this lesson. The purpose of this lesson is mainly to wrap up the story and attend to differences between the book excerpts and movie.

**11. Reflections**: The students really enjoyed the movie and showed attention to it in the compare and contrast task. Unfortunately, there are not enough differences between the parts of the book read in class and the movie, so the book only portion of the organizer was a hefty challenge.

**12. Sources:**

DiCamillo, K. (2000). *Because of Winn-Dixie.* New York, NY: Scholastic Inc.

Singleton, R. (Executive Producer), Albert, T. (Producer), Singleton, J. (Producer), Trujillo, B. (Co-Producer), & Wang. W. (Director). (2005). *Because of Winn-Dixie* [Motion Picture]. United State: Twentieth Century Fox.

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Movie

Book