I. **Content**: Describe what it is you will teach. What is the content?

   Students will be looking at the book The Girl Who Loved Wild Horses. They will be able to identify the theme of Reaching Goals in this book as well, looking at the main characters and their goals, with evidence as well. Students will also have the opportunity to compare the similarities and differences in the books that we have been looking at.

II. **Learning Goal(s)**: Describe what specifically students will know and be able to do after the experience of this class.

   - Students will be able to turn and talk to discuss the theme of the story.
   - Students will be able to study a book to identify literary differences in the books.
   - Students will be able to identify main character and theme in the story.
   - Students will be able to identify similarities in the literary elements of the books.

III. **Rationale**: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

   Students will have read five books after today, all with different literary devices. The students will be broken down into groups to look at each book and present it to the class, and we can discuss similarities and differences. This will help them identify more literary elements in the stories that we read.

IV. **Assessment**: Describe how you and your students will know they have reached your learning goals.

   Students will be informally assessed during their turn and talk time. They will be formally assessed on the worksheet they fill out as a group, and the presentation they give to the class about their book.

V. **Personalization**: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning?

   Student will be working in groups for this lesson, which will be predetermined to mix high flyers and students who are struggling. This way the high flyers can help others stretch their thoughts and also keep things focused. However, the lower students will also have a chance to show what they learned during the presentations that they give to the class, because everyone will be required to talk during the presentation. That is also a verbal assessment, as opposed to an independently written assignment. There will be one recorder for each group, which helps the students with low writing skills make sure that their ideas are written down as a part of the groups work.

VI. **Activity description and agenda**: Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-0:10</td>
<td>Introduce the book to the students and say that I will be talking about different literary elements (define) during the book that I notice. They should be looking as well.</td>
<td>Introduce different literary items to the students, such as pictures and text differences.</td>
</tr>
<tr>
<td>0:10-0:25</td>
<td>Read Girl Who Loved Wild Horses while talking about what I notice through different elements. (There is no rhyming, this seems like folk, the pictures are interesting because of their artwork, etc.) Allow turn and talk later in the story for students to come up with their own examples.</td>
<td>Students listen to the Read Aloud and participate in the turn and talk, focusing on literary elements.</td>
</tr>
<tr>
<td>0:25-0:35</td>
<td>Explain the groups being made and their goal: Students will be in a group with one book and they will fill out a worksheet about what they notice about the book. Students will be doing this to presenting it to the class.</td>
<td>Students listen to directions and then are put in groups.</td>
</tr>
<tr>
<td>0:35-0:45</td>
<td>Give students time to do the work in groups.</td>
<td>Students do the group work.</td>
</tr>
<tr>
<td>0:45-1:00</td>
<td>Student groups present what they found while teacher makes a collaborative list on the ELMO. It should be separated into text and picture categories. Use similar colors for similarities across the books. But ask why that was done in the end, so they will recognize the similarities.</td>
<td>Students present the work they found. Students turn in the work they did and pay attention to the work of the other groups. Students answer questions posed about what was found.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
- ELMO
- Chart sheet
- Colored Markers
- Student Work
VII. List the Massachusetts Learning Standards this lesson addresses.
   i. Common Core Reading Standards for Literature:
      1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
      3. Describe how characters in a story respond to major events and challenges.
      5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
      7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

VIII. Reflection

   a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
      This lesson went better than I was expecting. I read the book and while reading it I talked about what I noticed about the illustrations and the text, in comparison to previous books from the text set. This was good enough to model for them and they did pretty well on the sheet. The one thing that did not work out so well was when they didn’t understand the layout as a sheet. It made it pretty clear that they were not really ready for a table and this made it much harder for them in the long run. But all in all the ideas that they came up with were very good. It also may have helped that I had a word box up this time! We also discussed the meanings of each word so that really helped as well.

   b. What did you learn from the experience of this lesson that will inform your next LAP?
      I want to work on the format of my worksheets. I have made them all a little different from each other because I don’t want the work to become trivial for the students, but I think that this one was a little too new for them. I will also need to figure out how to model a new worksheet instead of just modeling the content of the worksheet.
<table>
<thead>
<tr>
<th>What We Notice</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text/Words</td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
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