

**Ferris State School of Education  
Lesson Plan Format**

<b>Name:</b> Gabrielle Dobroczyński & Ali Magiera	<b>Date:</b> 3/29/21
<b>Curriculum/Course:</b> Language Arts	<b>Grade level:</b> 4 <sup>th</sup> grade
<b>Time/Period:</b> 30 minutes	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Someplace Special “Mystery Bag” – candy, book, picture</li> <li>● Pencils and markers</li> <li>● paper</li> </ul> <b>Text titles:</b> <i>Goin’ Someplace Special</i> by Patricia C. McKissak
<p><b>Standards:</b> <i>List the state or national standards that you are using in this unit/lesson. This section also includes technology standards.</i></p> <p>Grade 4 students:</p> <p>CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>- Social Awareness: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	
<p><b>Objectives (I can statements):</b></p> <p>-I can determine the meaning of words and phrases that are used in “Goin Someplace Special”</p> <p>- I can refer to details and examples in the text and make inferences and connections to real life.</p>	

**Assessment (Formative, Summative):** How will you know that students have met the objective? (*ie. thumbs up/down, exit ticket, quiz, chapter test, rubric (attach if appropriate), etc.*)

Each student will share at least one idea of what segregation looks and sounds like, and answer at least one of the comprehension questions during the read-aloud. They will ultimately show their understanding of the story by creating their own Someplace Special.

**Introduction/Hook/Anticipatory Set/Activating Prior Knowledge:** (*Warm-up, review of previous day's lesson, check for understanding of previous knowledge, questions you will ask*)

I will bring in a few items to represent my Someplace Special (like a mystery box) – a picture, candy, and a book which are all things I can find at my someplace special, and explain that we all have a place that is special – a place that we like going, do something fun there, etc. The students will be asked to start thinking about a place that is special to them – a baseball field? A house? A store? A restaurant? After, ask if the students would like to share a place that is special to them. After hearing an example or two, the story “Goin’ Someplace Special” will be read.

**Steps in the lesson:**

1. Bring a bag of items up to the front of the room. One at a time, show the students the items. Explain that each of these items can be found at my someplace special.
2. Ask students if they have a place that is really special to them. Give students about a minute to think about that place, then ask one or two students to share the place with the rest of the class.
3. Explain that today we are going to learn about Tricia Ann’s special place. Show students the book, and ask if anyone has ever heard the story before.
4. Tell the students that during the time when Tricia Ann was a girl, the people in her town did not think that black people should have the same opportunities as everyone else. We call this segregation. While we read this story, think about what Tricia Ann’s life was like because of the segregation in her town.
5. When students are ready, begin reading the story.
6. At the end of the story, ask: “Who can remind us what segregation means?” Have students create a definition as a class.
7. Explain that now we are going to talk about what segregation looked and sounded like in Tricia Ann’s town. Have each student give an example from the story. (informal assessment)
8. Talk about Tricia Ann’s “someplace special.” Why was it special to her? Why is your special place special to you? Explain that today everyone is going to make a poster to show us their place.

Everyone is going to draw a picture, and write at least 2 sentences about their place – What place is it? And, what do they like about it OR what do they do there?

9. Give students about 15 minutes to work. Check in with each student. Help students develop their ideas about why their place is special. This is the students' final assessment.

10. When students are finished, ask if they would like to share their places with the others. One by one have the students share their work.

- Individually, the students will create a “My Someplace Special” drawing/writing. All students will draw a picture of their someplace special. Some students will write at least two sentences explaining their place and what they like to do there.
- Assessment will occur throughout the lesson. Before the read-aloud, I will ask the students what they already know about segregation. During the read-aloud, the students will answer comprehension/sequencing questions to ensure they understand the story. And finally, the students will be assessed by their final product (“My Someplace Special”).

**Closure/Wrap up:** *This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.*

To conclude this lesson, the students will share their Someplace Special with the rest of the class. Students can ask each other questions, and/or show the pictures they drew/read what they wrote.

**Extension Activities:**

Students can go home to their families and show their posters, and can explain what they learned about segregation today.




**Technology:**

No technology needed for this particular lesson.

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