

Lesson Plan

Teacher Candidate: Sarah Tollefson

Lesson Title: Reading Lesson

Grade Level and Course: 6-7 years old, Reading

Time Segment of Lesson: 45 Minutes

Standard(s) Addressed in Lesson:

InTASC Standard 6: Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

InTASC Standard 7: Planning for Instruction

Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies

Candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Overarching Unit Goal(s):

Students are able to apply their knowledge of cross-curricular skills to form a deeper connection and understanding of the reading materials.

Objective(s) of the Lesson: Students will be able to ...

(Remember SMART - Specific, Measurable, Achievable, Realistic, and Time-bound)

Students will be able to...

- Find and arrange specific cross-curricular vocabulary pictures to their correlating words to show their understanding.
- Describe the sequence of events that have occurred in the story by answering and asking comprehension questions to one another.
- Complete in-class worksheets regarding the story by searching in the book to find the correct answer.

Student Diversity and Differentiation of Instruction

Identify students who will need differentiated instruction for this lesson.

Student Diversity	Differentiation of Instruction
ADHD	The teacher will use hands-on tools to help students stay engaged (ex: dice during questions). The teacher will implement an activity where they can stand up and problem solve with a partner.
ELL	The teacher will use pictures to help scaffold activities. The teacher will write directions, page numbers, and other relevant information on the board in addition to speaking.
Students who have difficulty speaking loudly	The teacher will use Bouncyballs.org to encourage students to read at a louder volume and make the “bouncy balls” jump on the screen.
Students who are performing at higher levels	After all students have finished their worksheet, they will be given the option to complete the extension activity which asks them to organise a Venn Diagram about differences and similarities between what’s on Earth and what’s in space.

Formative and Summative Assessments- include open ended questions that will lead students to think deeply about the content and will also build on prior knowledge.

Formative Assessment	Summative Assessment
Picture Matching- the students will put their knowledge of the reading vocabulary to the test by filling in the blanks with the corresponding picture	There will be a reading observation at the end of the year by the school directors where the students will demonstrate their ability to read the Beginner Level Oxford reading book with minimal teacher assistance.

with a partner. The grouping will be in heterogeneous pairings.	
Comprehension questions - Students will be given time to ask questions to one another in regards to the reading and while using the key comprehension question words. Students will use a dice to help choose their question word.	
Sentence Unscramble - The students are going to work individually to fix the scrambled sentences and write them in the correct order.	
Extension Activity/ Exit Ticket - Students will sort the vocabulary words they've reviewed into a Venn Diagram about the differences between Earth and space.	

● If there is no summative assessment in this lesson, what/when will the summative assessment be/take place

Questions for formative assessment during and/or after the lesson

1. How do you go into space?
2. What makes items fall?
3. How do we begin a sentence?
4. How do we end a sentence?
5. What does the first word in a sentence need?

Big Ideas to be Addressed in the Lesson:

Students will engage in an inquiry based learning activity that promotes collaboration and critical thinking.

Discussion Questions

Write out questions that you would like students to discuss in class, before class or after class because they are interesting, support higher order thinking, and make for a lively and engaging discussion. If discussions must happen outside class, what tool will you use to facilitate the discussion (e.g. Twitter)?

1. Why do they go into space?
2. Who is driving the van?
3. Why do people and objects float in outer space?
4. How do the characters feel? Why?

21st Century Knowledge and Skills

21st Century Knowledge and Skills	Teaching Strategies
Collaboration	The students will work with a partner to complete their worksheets and glue the correct pictures onto the correct spaces. The students will have to take turns glueing.
Critical Thinking	The students will think deeply about the reading and use key question words to ask one another about the reading pages with minimal teacher assistance.
Solve Problems	Students will review questions on their worksheet and understand that they can search in their reading books to discover the answer for themselves.

Literacy Skills

Describe the literacy skills (if any) covered in this lesson and how it will help improve the students' reading skills such as comprehension, oral language, phonetic or phonological awareness, fluency and vocabulary as applicable.

Literacy Skills:

- Writing: Students will be writing in their sentence scramble formative assessment.
- Speaking: Students will answer questions in complete sentences and speak using intonation and grammar rules.
- Vocabulary: Students will review the vocabulary and sort them correctly.
- Phonetic awareness: Students will sound out longer words using clapping or magnetic letters.
- Reading Comprehension: Students will ask and answer comprehension questions regarding the text to gain more insight into the main idea and to think critically about their own understanding of it.
- Listening: Students will practice listening to one another reading from the passages and follow along with their fingers so that they can absorb the information being read.
- Reading: Students will practice reading as a class and individually.

Vocabulary:

Meteor, meteor shower, mirror, moon, road, shout, sky, space, space suit, star, telescope, up, van, watch, wheel, wing.

Teaching Strategies and Related Student Activities (Include Web 2.0 activities and innovative strategies,as appropriate):

Teaching Strategies and Activities: What are the teaching strategies and activities that you plan to use to help students meet the lesson's objectives? What are the steps that you will take to deliver this lesson (e.g., introduce the author, read the poem, ask students to...)? Make this section as detailed as possible. It should allow you to hand it off to a substitute teacher.

**** Before beginning, the teacher will ask the students what they'd like to do first: Reading or picture matching.

1. Reading (15 minutes)

- a. The students will review the previous events in the book by answering questions from the teacher.
 - b. The students will observe the new pages and discuss what they think could happen based on the pictures.
 - c. The students will listen and follow along while the teacher reads and then try reading it on their own.
 - d. After the two new pages have been read, the students will ask each other comprehension questions. The teacher will have the student leader begin the questions.
 - e. The students will roll a dice to see which question word they must use.
2. Picture matching (10 minutes)
 - a. The students will work in heterogeneous pairs to paste the correct picture to the corresponding word.
 - b. The teacher will demonstrate on the board with an example of how to do it.
 - c. The teacher will circulate and help students while giving timing reminders.
 - d. When everyone is finished, the class will review the vocabulary words.
3. Sentence Unscramble Assessment (10 minutes)
 - a. Teacher will ask for students to answer the picture matching by asking “Wh-” questions together as a class
 - b. Teacher will review sentence structure questions and what they need to look for at the start and at the end of a sentence
 - c. Teacher will show an example on the board in big letters
 - d. Teacher will review what to do if you have a question
 - e. Teacher will explain that when they’re finished, students can raise their hand and begin their Space Research Venn Diagram exit ticket/extension activity.
 - f. *****The teacher will briefly review the Venn Diagram and explain “the same” and “different”.
 - i. The teacher will ask for a student volunteer to help demonstrate the extension.
4. Exit ticket/extension activity (5 minutes)
 - a. When students are finished with their sentences, they will raise their hand, check their work, and then turn to the next page to begin sorting the vocabulary words into the correct spots.
 - b. The teacher will put an example on the board as a reference and expectation of what to do and write.

Teacher/Student Input: Write a note on what you expect the teacher and students to do as a part of this activity. Include a note on whether this is an “I do it”, “We do it” or “You do it” type of activity.

1. Reading (WE DO)
2. Picture matching (YOU DO)
3. Sentence Unscramble Assessment (I DO)
4. Exit ticket/extension (I DO)

Review: Write down ideas on how you will review the topic, including notes on types of formative assessments that you will use during the lesson.

At the end of this lesson/ the beginning of next lesson, the teacher will review the sequence of events that have happened in the book. The teacher will ask for student volunteers to explain where the characters are, how the characters feel, and make predictions about what could happen in the book today.

Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
Clunk in Space	11 reading books
Assessment for pages 12-13	Within students reading book
Picture matching	7 (one for example)
Bouncingballs.org	Website on ipad
Glue	In the classroom
Extension	In the reading book
Dice	In the classroom
Timer	Batteries
Big copies of assessment page	1 A3
Big copies of Picture matching	1 A3

References

Where did you get ideas and resources for this lesson plan?

https://static.battelleforkids.org/documents/p21/P21_Framework_DefinitionsBFK.pdf

<https://www.edutopia.org/discussion/7-strategies-use-struggling-readers>

<https://www.helbling.com/int/en/blog/6-strategies-for-reading-with-young-learners>

<https://www.helbling.com/int/en/blog/reading-in-the-classroom-role-plays>

<https://tips.uark.edu/blooms-taxonomy-verb-chart/>