

# GSC Lesson Plan Format

GSC Student: Megan Johnson

Lesson #: 5

Subject: Literacy/Language Arts

Grade level: Fourth

Standard Based Outcome(s): Define Common Core State Standard (<http://www.corestandards.org/>). Are you addressing the Common Core Standard/s in this lesson?

CCSS:RI.4.10 - Reading Informational Text - Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

AND

CCSS:RF.4.4 - Reading: Foundational Skills - Fluency - Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Specific Objective(s) / Student Performance: State in measurable terms what you expect your students to learn or perform. Then, list the Essential Questions/Vocabulary (knowledge/content) that the student's need for this objective.

After guided and independent practice, students will read *Snowflake Bentley* out loud to the teacher so that they achieve at least 19 out of 24 possible points on the [Fountas and Pinnell Assessing Fluency Rubric](#).

Resources: Clearly and briefly describe what you will need to teach this lesson. (Include student use of technology as appropriate, manipulatives, etc.):

- [Puppet Pals video](#): fluency instruction and guidance
- ipad
- headphones
- *Snowflake Bentley*
- [Fountas and Pinnell Assessing Fluency Rubric](#)
- [Snowflake Bentley Online Unit](#)

Instructional Arrangements and Considerations for Diverse Populations: State any arrangements that are critical/highly recommended in order for your students to learn. (Consider options such as the schedule, teacher roles, grouping, setting, individualized requirements or accommodations etc.):

- a) What student achievement data has been gathered?  
Students in this class have a broad range of independent reading levels both above and below grade level. They have strong schema in content area subjects. As a level Q, this book was chosen both to address concerns below, and because as a read aloud it will be accessible and interesting for all the students.
- b) Are there any issues, patterns, concerns evidenced in the data?  
In general, this group of students struggle to identify theme in literary texts. Many of the students tend to ignore words they do not know and continue reading, rather than look for context clues and try out synonyms.
- c) What are the related I.E.P. goals if applicable?  
One student has an ELA IEP goal to increase his independent reading level and improve decoding strategies.
- d) Critical arrangements/accommodations, etc:  
A paraprofessional will be available to support students and to scribe for one student if necessary.

Lesson Outline: A successful, systematic teaching lesson includes the following three components:

- Opening the lesson - (Consider bringing up prior knowledge, anticipatory set, essential questions, clarifying the purpose of the lesson or otherwise engaging the students in the lesson, etc.)  
This lesson outline aligns with the instructional fluency video. Please [view the video here](#).

I do - "Welcome back to *Snowflake Bentley*, by Jacqueline Briggs Martin. We read this book in class, and talked about and wrote about the theme. Now I'd like you to practice reading this book on your own. In the past we've talked about

reading fluently, which means reading nice and smooth and reading the words accurately. As you practice reading this book fluently, I especially want you to pay attention to reading at just the right rate - that means reading not too fast and not too slow - and reading with expression - that means reading with feeling, or reading like you would talk. Here's what I'd like you to do; Today, listen to me read the book and follow along in your book. It's important that your eyes follow along with the words. Pay attention to my rate, or speed, and my expression."

- Interactive presentation - (Consider using appropriate continuous teaching components such as modeling, guided practice, questioning, independent practice, monitoring and feedback, differentiated instruction, multi-level instruction.

We do - "Tomorrow, listen to me read the book again. This time, read the book along with me. Follow along with the words, of course, and try to match my rate and expression. You can repeat this step as many times as you would like to practice."

You do - "Then, read the book out loud to yourself. You don't need this video for this step; use the rate and expression you practiced with me here. When you're ready, come read the book to me. I can't wait to hear it!"

(The video proceeds with a read aloud that models rate and expression.)

- Closing the Lesson - (Consider methods for promoting retention such as summarizing and restating specific goals and information learned as well as methods for promoting generalization and transfer.)  
When students have completed several practice reads and then read the book aloud to me, I will reinforce the expression and rate they practiced and correct if needed.

Evaluation of Objectives/Student outcomes: Reflect on how you plan to evaluate student's learning in relationship to your planned outcome(s) or objective(s)

- (a) What formative assessment/probe will be used to assess your student's learning?  
Fountas and Pinnell Fluency Assessment Rubric
- (b) What feedback did your data and/or professional collaboration provide?  
The data provided me with a text level and objectives that are appropriate for this group.
- (c) How will you analyze your data - (resources: collaboration, checklists, books, etc.)?  
The rubric assesses students' pausing, phrasing, stress, intonation, rate, and ability to integrate those skills, and will allow me to pinpoint continued weak points in students' fluency.
- (d) What will be your next step/strategy to facilitate student progress on objective(s)?  
I will collect fluency data from all students using this rubric and use the information about strengths and weaknesses to plan future fluency instruction for individuals, small groups, or the whole class.
- (e) What summative assessment, if any, are you planning at the appropriate time?  
Each lesson in the unit incorporates formative assessment to assess the specific objectives of the lesson, and a summative assessment is not planned.

Include reflections on your lesson/activity using Reflections/Evaluation of Lesson Effectiveness

If this is one lesson in a unit, please complete a summative reflection of the unit and objectives at the end of the unit with a focus on what you would change or do differently in the future or how you would differentiate for diverse students if applicable.

1. To what extent was the student productively engaged in the lesson?  
The students were productively engaged in this lesson. The students were sufficiently familiar with the book that even reluctant or low-level readers were comfortable interacting with it independently and remained engaged. The students were also interested in using the iPad.
2. Did the student learn what was intended? Were the instructional objectives met? What data do you have to demonstrate learning?  
The students did learn what was intended. F & P fluency rubrics show that fluent readers demonstrated excellent fluency with various aspects of the text that would have been difficult for them on a first read. The data also showed that disfluent readers were able to obtain enough practice and support with the text to read with 19 out of 24 fluency points. One student did not quite meet the objective, but the fluency he demonstrated was a vast improvement on what would be expected of his fluency for a Q level text on a first reading.
3. Were the objectives and/or instructional plan altered as the lesson(s) was taught? How did your data inform your decision making. Why?  
The instructional was not really altered as the lesson was implemented individually. I did observe students' use of the iPad and the virtual lesson, and ensured students were practicing in the way described and remembered to read it to me when they felt confident.
4. How did the resource(s), strategies, etc. that your chose affect the student(s) ability to meet the lesson objectives?  
The students were sufficiently familiar with the book that even reluctant or low-level readers were comfortable interacting with it independently and remained engaged. The students were also interested in using the iPad. Using the iPad for this lesson was an effective way to provide students with individual fluency practice in a guided but independent way; it allowed them to have some responsibility and ownership for following the directions in the video, some independence in doing it on their own, and it made me available to work with other students. This strategy also allowed individual students as much practice as each needed prior to assessment, which allowed disfluent to feel successful.
5. If you had the opportunity to teach this lesson again, what would you do differently? Why?  
I would not significantly change this lesson. I may implement with other texts to provide more independent fluency practice with familiar texts.