

Lesson Plan

Teacher Candidate: Sarah Tollefson

Lesson Title: Reading Lesson

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

Time Segment of Lesson: 30 Minutes

Standard(s) Addressed in Lesson:

InTASC Standard 1: Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 2: Learning Differences

The candidate uses understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Overarching Unit Goal(s):

Students are able to apply their knowledge of new vocabulary to engage in different activities that help promote collaboration and critical thinking.

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

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

Students will be able to...

- apply their knowledge of sentence structure by showing how they can use the vocabulary words in sentences. (comprehension questions)
- show they understand various pictures by matching the correct vocabulary words to them. (partner activity)
- remember key details from the story and apply it to in class activities.

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 incorporate movement into the class so that the students are able to tie actions back to learning. The teacher will incorporate team activities that will help engage these students to focus on solving a problem and using tactile materials.
ELL	The teacher will use pictures and magnetic letters to help ELL students sound out longer words and build meaning to unknown words.
Students who have difficulty sounding out words	Students will have access to the audio version of this book for at home reading. The teacher will use magnetic letters for the students to practice sounding out individual sounds. The teacher will also use hand clapping to help the student break the longer words into syllables.
Students who are performing at higher levels	These students will be in homogeneous groups so that they can be given more challenging vocabulary words that help extend upon their knowledge. After they've finished with the Cloze assessment, they can work on page 21 in their book which reviews the vocabulary in a more creative way.

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
Partner Picture Matching - This assessment will also be for their vocabulary diagnostic assessment as well as their collaborative assessment and	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

show me how students are working together, and their comprehension for the newer vocabulary words. Each student is paired with someone who is similar to their own vocabulary level. Students who have more knowledge of vocabulary will be given more complex words to match together.	the Beginner Level Oxford reading book with minimal teacher assistance.
Cloze Worksheet Assessment - This assessment will be done on their own, but they are able to ask for help. This is more of a reflection and low stakes quiz that will help shed light on how much they've understood from the book and their ability to problem solve independently.	

- 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. Where can we go in the book to find information about the teddy bear? What page is it on?
2. Where should we go for more information about Rosie?

Big Ideas to be Addressed in the Lesson:

Students will collaborate with their peers to apply their knowledge of vocabulary to help them better understand the reading.

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. How do you think Rosie feels at the end of the book?
2. What is your favorite activity to play with your friend?
3. How do you think Clunk feels at the end of the book?

21st Century Knowledge and Skills

21st Century Knowledge and Skills	Teaching Strategies
Collaboration	The teacher will encourage students to help one another who shows signs of confusion. Students will work effectively in teams by sharing the workload and helping one another.
Critical Thinking	The students will ask open-ended questions using WH- Comprehension questions to promote deeper thinking of the reading and connecting it back to themselves.
Solve Problems	Students will assess information that they're given and use prior knowledge to help build a solution in various ways throughout the lesson.

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 Cloze assessment to complete their comprehension assessment.
- Speaking: Students will present their thoughts in full sentences and practice reading aloud from the text with intonation.
- Vocabulary: Students will demonstrate their knowledge of new vocabulary words during different activities.
- Phonetic awareness: Students will identify longer words and use clapping/magnetic letters to help sound out the complex words together as a class to break it into syllables and identify the sounds in each part.
- 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:

Animals, bear, car, crocodile, door, friends, hand, hear, hello, horse, house, lion, mouth, robot, run, teddy bear, teeth, toy box, toys.

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.

1. Reading (15 minutes)

- a. Standard 3: Learning Environment - The students are encouraged to share their opinions on the book and answer questions back and forth. The students will encourage one another if they struggle with a word. Teacher will treat students in a respectful manner and make sure their voices are heard. Students will practice making choices during "Popcorn Reader" to show their ability to collaborate with

their peers by tossing a ball to help keep them engaged and having fun during the reading.

- b. Students will read pages 10-13 of the book together as a class using the “Popcorn Reader” method with a rubber ball. This is the last day of the book so they are very familiar with the story and don’t need much review.
 - c. Students will ask comprehension questions to each other using Wheel of Names to choose a WH- question.
2. Vocabulary Activity (10 minutes)
- a. Standard 2: Learning Differences - Using instructional strategies that reflect individual learning styles specific to ELL students by implementing a modified, tactile picture matching activity for students to collaborate on.
 - b. Standard 1: Learner Development - Planning for specific instructional sequences by putting this vocabulary activity before the Cloze assessment which goes over these vocabulary words. This helps set the students up for success when they work on their own.
 - c. Students will work with their partner in homogeneous pairs to match vocabulary words to the correct picture.
 - d. The teacher will explain the activity and ask that when students finish to practice using the vocabulary words in sentences to each other.
 - e. When everyone is finished, the class will review the words and transition to the next phase of the lesson.
3. Cloze Assessment (10 minutes)
- a. Standard 1: Learner Development - Make objectives student-centered and “I can” statements and ask students to read-aloud what they must do in a positive way.
 - b. Teacher will demonstrate the first question within each category and ask for student volunteers to answer.
 - c. Teacher will go over the steps of what they must do and have it clearly written on the board. Then, the teacher will ask if there are questions. Students will answer with an “I can” statement to help boost their confidence with the assessment and get them excited.
 - d. If students finish their assessment early, they will be informed of the extension activity that reviews vocabulary words and asks them to draw their favorite animal.

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)
 - a. Teacher introduces the pages to be reviewed and writes it on the board.
 - b. Teacher has the leader begin reading first.
 - c. After 4~ readers on a page, spin the wheel of names for a question and go to the next pages for review.
4. Vocabulary Activity (YOU DO)
 - a. Teacher has these cut out before class and ready to go.
 - b. The class will do one together and then break off into teams to each complete it.
5. Cloze Assessment (I DO)
 - a. The teacher will demonstrate how to do each question and write the steps on the board.
 - b. The students repeat the steps using “I can” language.
 - i. “I can... find the missing words!”
 - ii. “I can... write the vocabulary word!”
 - iii. “I can... remember the story and find the answer!”

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.

The students will review their Cloze worksheet after 10 minutes by reading it together as a class. At the end of this lesson, the students will discuss their favorite part of the book and why it’s their favorite. The students will then make connections back to their own best friend and think about what they like to do with their friends.

The students will spend the next lesson reviewing the structure of the book by answering what the title is, who the author is, and where the Table of Contents is. The students will review pictures on the book and make hypotheses about what the book will be about.

Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
Crocodile in the House Reading book	11 reading books
Assessment for pages 10-13	Within students reading book
Picture matching	Printed and cut out
Wheel of Names	App on a phone
Timer	Batteries
Magnetic Letters	Within the classroom
Rubber ball	In the classroom
Activity page 21 for extension	Within the reading books.

References

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

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