

# Lesson Plan

**Teacher Candidate:** Sarah Tollefson

**Lesson Title:** Reading Review

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

**Time Segment of Lesson:** 60 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.” (Ways of Thinking About Clinicals, August 2021)

**Overarching Unit Goal(s):**

For students to be able to read beginner level Oxford reading books on their own and to be able to discuss the characters’ journeys throughout the books.

**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 to solve problems with a partner.
- create words from different letters that are pulled from their reading book using physical letters and props.
- remember key details from their story to complete their worksheets.

**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 aren’t sitting down for the entire hour. The teacher will incorporate team activities that will help engage these students to focus on solving a problem.
ELL	The teacher will use authentic realia to represent the new vocabulary words from this book to help students connect the new word to an object.

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 have difficulty writing sentences on their own	The teacher will use the sentence scramble to scaffold the writing assessment that could be challenging for these students.
Students who are performing at higher levels	These students will be in homogeneous groups so that they can be given a more challenging sentence to unscramble together.

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**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
Word & Sentence Scramble Comprehension worksheet. It will be done individually by students to show their ability to put sentences together using their knowledge of nouns, prepositions, and action words. The sentences and vocabulary words will be pulled from the story book they've read and will have pictures to help ELL students to answer the questions. Students will match key vocabulary words from the book to their pictures and answer comprehension questions using one-word responses. For students who finish this early, they can work on	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.

the My Sunny Day project on the next page which goes deeper into comprehension questions	
Exit ticket. During the exit ticket the students will use their knowledge from the book to draw their own ice cream cone and what flavor it would be. The students will write their names and use proper sentence structure to write a sentence explaining their ice cream.	

- 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. What are Ben and Rosie doing outside? Why do they go outside?
2. How does Ben feel?
3. What are they thirsty/hungry for?
4. What do you like on hot days? What do you like on cold days?

**Big Ideas to be Addressed in the Lesson:**

Students will collaborate with their peers to enhance their knowledge of the reading and proper sentence structure.

**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. What's your favorite ice cream flavor?
2. How do you think frozen pizza tastes? Why??
3. What do you like to do on a sunny day?
4. What do you like to eat on hot, sunny days? Why?
5. \*\* Students can draw a picture outside of class of themselves and their friend on a hot, sunny day. They can tell us where they are and what they're doing. They can come to class the next day and show us their picture.

\*\*There's no technology being used in relation to our classroom outside of the class. It would be difficult to implement technology with the parents since there's a language barrier to do so.

### 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 work and listening to what the other student says.
Critical Thinking	The teacher 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. Students will be encouraged to make mistakes and try different approaches to solving problems within the safe environment of the classroom.

### 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 unscrambling sentences and writing them during their formative assessment.
- Speaking: Students will present their thoughts in full sentences and practice reading aloud from the text with intonation.
- Phonetic awareness: Students will identify longer words and use clapping 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 practise listening to one another reading from the passages and follow along with their finger so that they can absorb the information being read.
- Reading: Students will practice reading as a class and in pairs to further understand the text.

#### Vocabulary:

Drink, backyard, throw, scarves/scarf, strawberry, hot chocolate, catch, frozen, freezer, kitchen, eat, food, cold, door, water, throw, ice cream.

### 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. Review (20 minutes)
  - a. Students will read pages 8-11 of the book together as a class.

- b. If students struggle with difficult words, the teacher will use magnetic letters to phonetically sound words out as a class. Students will use hand clapping to break longer words up into different parts.
    - c. Students will ask comprehension questions to each other using Wheel of Names to choose a WH- question.
  2. Vocabulary Activity (10 minutes)
    - a. Students will observe a word on the board that is scrambled. When students know what the word is they can raise their hand to come up to the board and unscramble it. Students will then try putting the word into a sentence using their knowledge from the reading.
  3. Sentence Unscramble Activity (10 minutes)
    - a. Students will be placed in homogeneous groups so that each group has a sentence that is challenging for them.
    - b. Student pairs will be given a scrambled sentence that they must unscramble with their partner. When they're finished they will read it out using the appropriate punctuation and intonation.
  4. Word and Sentence Unscramble Assessment (10 minutes)
    - a. Students will work individually to complete their worksheet to unscramble sentences and words from their reading. The teacher will first demonstrate how to complete the worksheet by going over the first question in each category. The teacher will ask student volunteers to read the sentences. When they're finished, the students can begin reading the last 2 pages of the book on their own. Before the students begin their assessment, the teacher will ask a student to repeat the directions on what they must do. When the students are all finished, the class will review the answers together by asking for student volunteers to read their sentences.
  5. Exit Ticket/Review (10 minutes)
    - a. The teacher will review what they've done and ask students comprehension questions about the story, what they've liked the most, and what kind of ice cream is their favorite.
    - b. The teacher will show the students an example of what they will do by explaining her favorite ice cream flavor and the sentence that explains it.
    - c. The students will have 8-10 minutes to draw their own ice cream cone, write their name, and complete their sentence about it.

- d. The remaining time of the class will be for student volunteers to show their picture and explain their favorite ice cream flavor before exiting.

**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.

6. Review (WE DO)
  - a. Students will read pages 8-11 of the book together as a class.
  - b. The teacher will read first as the students follow along with their fingers. The teacher will say, “Fingers up!” and “Fingers down!” to indicate when and where they need to begin to follow. After the students follow along while listening, the students and teacher will read it together. After they’ve read it together, individual students will begin to read.
  - c. If students struggle with difficult words, the teacher will use magnetic letters to phonetically sound words out as a class. Students will use hand clapping to break longer words up into different parts.
  - d. After 4-5 students have read a page, spin the Wheel of Names to call on a student to ask questions. If the student is struggling to form a question, they can spin the Wheel of Names to choose a WH- question for them. After 2-3 students have asked a question, move onto the next page.
7. Vocabulary Activity (WE DO)
  - a. The teacher will prepare magnetic letters for 12-15 words from their book vocabulary. The teacher will scramble a word and the students will observe it and raise their hand to answer what it is (in complete sentences) and come up to the board to unscramble it. Students will then try putting the word into a sentence using their knowledge from the reading.
8. Sentence Unscramble Activity (YOU DO)
  - a. The teacher will prepare 15 sentences from the reading that range in complexity. After placing the students in their homogeneous groups, the students will be given the sentence to unscramble while the teacher circulates. Students will present their finished sentence to the class and read it in a big voice.
9. Word and Sentence Unscramble Assessment (I DO)
  - a. The teacher will circulate the class and offer assistance if students are struggling.

10. Exit Ticket/Review (I DO)

- a. The teacher will review what they've done and ask students comprehension questions about the story, what they've liked the most, and what kind of ice cream is their favorite.
- b. The teacher will show the students an example of what they will do by explaining her favorite ice cream flavor and the sentence that explains it.
- c. The students will have 8-10 minutes to draw their own ice cream cone, write their name, and complete their sentence about it while the teacher circulates the classroom.
- d. The remaining time of the class will be for student volunteers to show their picture and explain their favorite ice cream flavor before exiting.

**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 teacher will spend the next reading lesson spending 10 minutes reviewing sentence structure and comprehension questions from the previous reading pages. Students can recall what they did and what ice cream cone they made to help activate background knowledge before moving onto the next lesson.
- The worksheet will be a Diagnostic assessment as it will shed light on what students know and can recall from their reading and activities.
- The last assessment will be an Assessment FOR Learning in the form of an exit ticket. The students will be able to demonstrate their progress in a low-stakes way that will be helpful for students who may need a "brain break" at the end of the day. This will also have an aspect of performance assessment for students who wish to present their finished work to the class, but it is not required.
- During the 20 minute reading time review, each student will have a chance to read individually for the class. This is the structure of how my school wishes reading time to be done. When the individual students are reading, the teacher will be taking notes and using a crayon to highlight difficult words within their books to study at home.



## Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
It's Hot! Reading book	11 reading books
Assessment for pages 10-13	Within students reading book
Sentence Scramble activity	Printed and cut out
Wheel of Names	App on a phone
Timer	Batteries
Magnetic Letters	Buy on Coupang
Paper	12 sheets
Crayons	In the classroom
Teacher example of exit ticket	Made before the class

## References

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

<https://www.readingrockets.org/article/five-key-principles-effective-vocabulary-instruction>

[https://static.battelleforkids.org/documents/p21/P21\\_Framework\\_DefinitionsBFK.pdf](https://static.battelleforkids.org/documents/p21/P21_Framework_DefinitionsBFK.pdf)