

Lesson Plan Template

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BETHANY
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Time allotted: 90 minutes

Subject: Reading/Literature

Grade level: 5th grade

Topic / Title: Fluency/Author's Purpose/Small Groups (Spelling, Writing, Readers' Theatre)

Course: EDUC 320

Approved by Cooperating Teacher: _____

Portfolio # _____

A. Standards; objectives / requisite skills / learner outcomes "At the completion of this lesson, learners will be able to ..." (Use observable / measurable terms + strong verbs.)

Standard(s): RF.5.4a, RF.5.4b, RF.5.4c, RI.5.10, RF.5.4a, RF.5.4c, W.5.10, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d

Cognitive objective(s): During this lesson, learners will be able to read a script **utilizing** punctuation to signal short pauses while reading. At the completion of this lesson, learners will be able to **use** effective pauses to make their reading sound like talking. At the completion of this lesson, learners will be able to **use** metacognitive strategies to help them analyze the author's purpose.

Affective objective(s): During this lesson, learners will be able to **articulate** what they have learned about author's purpose into a graphic organizer.

Psychomotor objective(s): During this lesson, learners will be able to **model** their understanding of the text through purposeful pausing. During this lesson, learners will be able to **build** oral language and vocabulary through whole-group and partner discussion. At the completion of this lesson, learners will be able to **produce** a graphic organizer displaying author's purpose.

B. Assessment plan: How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.

- Observation
- Are the students carrying group discussions and connecting with one another regarding the topic?
- Is the student participating in class work?
- Is the student capable of filling in the graphic organizer without direct instruction?
- Self-Assessment (Scale: 1-4)

Goal: 75% of class will meet objectives

C. Multiple intelligences: Select one primary (p) and one secondary (s)

<u> p </u> verbal linguistic	<u> </u> musical/rhythmic	<u> x </u> visual/spatial
<u> </u> logical/mathematical	<u> </u> interpersonal	<u> </u> intrapersonal
<u> s </u> bodily/kinesthetic	<u> </u> naturalistic	

D. Accommodations & differentiation for learners: Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and

assessment? <ul style="list-style-type: none"> • Special Education Student (D): Ensure that this student is paired with a higher leveled student during “turn and talk” time to engage his thinking and promote strong discussion. • Allow highly capable students to work ahead, if they choose to. However, ensure that they are following along and participating in discussions. 	
E. Materials / equipment needed: Teacher: Boggle Worksheet, PIE flapbook, Maniac Magee, Smartboard, <u>Tornado!</u> Students: Pencil, Coloring crayons/markers/colored pencils, Notebook	F. Academic language demands Vocabulary: Author’s purpose, Persuade, Inform, Entertain <i>Spelling words: defender, believer, announcer, narrator, librarian, guardian, specialist, bicyclist, governor</i> Function (verb): N/A Literacy strategy (ELA only): N/A
G. Academic language support: How will the teacher model and the students engage with the language demands? <ul style="list-style-type: none"> • “Repeat after me...” • Demonstrate on Smartboard what is expected • Example words and examples 	
I. Assumptions: What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered? <ul style="list-style-type: none"> • Learners have a previous knowledge of PIE (Persuade, Inform, Entertain) • Learners will be able to make predictions • Learners can comprehend a story that is read to them • Learners have previous knowledge from this week regarding fluency and pausing with specific symbols 	J. Anticipated questions & misunderstandings: What common misunderstandings or errors may occur? What pre-assessment is used? <ul style="list-style-type: none"> • In the Readers’ Theatre skit, there are two purposes that the author has. This may cause controversy. Explain to the students that there can be more than one purpose. • Pre-assessment: self-evaluations from previous day’s lesson
L. Technology: What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment? <ul style="list-style-type: none"> • Smartboard 	
Pacing / Time Allotted 3 minutes 5 minutes	<i>Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.</i> M. Lesson planning of instructional activities & learning tasks: 1. Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge) <i>Note: We will begin the morning with announcements, morning meeting, and the Pledge of Allegiance. From here, we will transition into the lesson for the day.</i> WAKE THOSE BRAINS UP!

<p>30 seconds</p> <p>30 seconds</p>	<p>Warm-up Activity: Boggle Worksheet (If the class would like to continue this throughout the day, we can go back to it tomorrow to see who got the most)</p> <p>Statement of Objective (scripted): Read the objectives chorally as a class which are presented on the smartboard.</p> <p><i>Transition: Remind me what we talked about yesterday...What about punctuation and symbols? ...What does punctuation do for the reader? ...Fill me in on our stoplight representation....</i></p>
<p>7 minutes</p> <p>30 seconds</p>	<p>2. Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) <i>Include what teacher will do & what students will do. Script key questions.</i></p> <p>A. Yesterday we talked about pausing at various punctuation and symbols as you read the story <u>Symbols</u> in your Close Reading Book. As we continue reading through the scripts today, I want you to keep practicing the pausing at appropriate punctuation marks.</p> <p>B. Keep thinking of pausing as I read chapter 42 of <u>Maniac Magee</u>.</p> <p>C. After reading: Turn and Talk- Make a prediction. Did I pause at appropriate times? Did I read with enthusiasm?</p> <p>D. Today, we are going to talk about the author’s purpose. Can anyone remind me of what this means?</p>
<p>30 seconds</p> <p>1 minute</p>	<p>E. Turn and talk- What do you think the author’s purpose was in <u>Tornado!</u>? What about in <u>Maniac Magee</u>?</p> <p>F. Movement: Stand up if you believe the author’s purpose was to persuade. To inform? To entertain? Inform the students that the author can have more than one purpose for writing.</p>
<p>1 minute</p> <p>3 minutes</p>	<p>G. Instruct the students to open their reading journals to the next clean page and get out their pencil and scissors for the time. As they are doing this, hand out the PIE flapbook.</p> <p>H. Give the students 3 minutes to cut out and paste the flapbook in their journal while following the directions on the top of the page. They may color it at a later time- not now.</p>
<p>10 minutes</p> <p>3</p>	<p>I. Go through each PIE piece within the flap book as a class while writing definitions and examples of that purpose with the corresponding letter. Demonstrate on the Smartboard while instructing the students to write their responses in their journals under the corresponding flap.</p> <p>J. Once this is completed as a class, instruct the students to go back and recall one piece of</p>

minutes

7
minutes

45
minutes
(Ideally,
15 minutes
for each
group)

text from each category that they have read before.

- K. If time allows...Using Post-It Notes, instruct the students to complete the following sentence: I think it is important to determine the author’s purpose because... They will then place their Post-It Note on the Smartboard below the started sentence.
- L. Instruct the students to think about what the author wants people to learn and experience through the script that we will practice during small groups. It is important for the students to understand that using what they have learned about fluent reading is important to help them express the author’s purpose.
- M. Open “Centers” page on the Smartboard which lists the groups for the day. Instruct the students that in the reading group, we will be practicing our **readers’ theatre** scripts using pausing and fluency. The **spelling** group will be either finishing the packet (if they have not yet done so) and/or playing “spelling race” (the directions are below). Note that the spelling words are listed in the vocabulary section of this lesson plan. The final group will be continuing to take their **unit test or silent reading**. Remind the students that appropriate behavior is required at all times.
- N. Make sure to look at the clock and allow yourself about the same amount of time with each group to keep them on a steady schedule. As each time is up with each group, move the groups on the Smartboard while announcing that the group switch is happening.

Spelling Race:

1. Divide the group into two teams.
2. On the board, write Team 1 and Team 2 (or the names of the teams).
3. One person from each team goes to the board with the marker in hand.
4. The instructor or leader of the group reads a spelling word. The two students must write that word on the board.
5. The first person to finish spelling the word gets a point for their team.
6. The team with the most points wins.

3. **Guided Practice:** See Above

4. **Evidence of Learning:** *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

- Observation

- Spelling packets will be corrected and returned for corrections, if necessary
- Is the student able to speak fluently with appropriate pausing on Friday for our “official” skit/Readers’ Theatre?
- Self-Evaluation (Scale system)

5. **Closure & Independent Practice:** (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

- Skits on Friday
- Unit Test
- Reviewing/In-Class Discussion

Closing Statement (scripted): Think about author’s purpose in your other classes today, as well. What is the author trying to tell you?

N. Evaluation & reflection of teaching / learning: *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*

1. As I reflect on the lesson, to what extent were students productively engaged?

2. To what extent did the students learn what I intended? Were instructional objectives met?

3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

5. To what extent did I provide closure to the lesson?

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?