**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: The Kindest Family** | | | | |
| **Your name:**  **Kelsey Whipple** | **Grade Level:**  **4th Grade and 6th Grade** | | **Integrated Disciplines/Subjects:**  **Guided Reading (K)** | **Time frame for Lesson:**  **20 Minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| Emma:  LAE 3.1.6.b Identify elements of narrative text (e.g., main character)  LAE 3.1.6.c Recall basic facts from narrative text (e.g., characters)  LAE 4.1.6.h Recognize narrative (fiction) genres  TaLynn:  LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)  LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details | | | | |
| **Objectives:**  The students will be able to:  *Read to understand the events of the story.* | | | | |
| **Assessment:** *The teacher will complete a running record on 6th grader to measure her fluency and comprehension on an instructional level text. The teacher will listen to 4th grader read. She will listen for fluency. After reading, she will ask 4th grader questions to check her comprehension.* | | | | |
| **Materials:** *The Kindest Family Retold by Krista Bell* | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *Read the title and look at the picture on the cover. What do you think this book will be about?* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** | | | | |
| **Teacher will do:**   * Get the girls from their classrooms and bring to the Learning Center Office. * Read the title and look at the picture on the cover. What do you think this book will be about? * Have students read the first sentences of the book and discuss the genre. Explain what a fable is. * Preview the book with the students. Look at the pictures and discuss what the students notice and their predictions about the book. * Introduce vocabulary. Discuss the words: village (p. 2), ragged (p. 4), hobbled (p. 6), and fine (p. 10). * Before having the girls read. Tell them that the purpose for today’s reading is to read to understand the events of the story. * Release the girls to read to self. Listen to 4th grade student read. Listen to 6th grade student read. Do a running record on the 6th grade student. * When the students are finished, discuss using within, beyond, and about questions. * W- Discuss characters, setting, problems, and solution. * W- What are the events in order in the story? * B- How does the old woman feel when the rich lady turns her away? Why? * A- Do you think this is a good title for the book? Why? * Take the books back from the students. * Tell the students that you would like them to think about what the moral of the story could be and bring their ideas with them to reading group tomorrow. * Ask the students to return to class. | | **Student will do:**   * Come to the Learning Center Office with the teacher. * Listen as the teacher introduces the book. Look at the title and the picture on the cover. Think about what you think this book will be about. * Read the first sentence of the book. Discuss the genre, fable. * As the teacher previews the pictures in the book. Think about what you notice in the pictures. Think about what you think the book will be about. * Turn to each page that the teacher asks. Look for the vocabulary word that is said. Think about what each word means; discuss with the teacher. * Listen to the purpose for reading. * Read the entire book to self. Read aloud to the teacher when asked. * 6th grade student- answer comprehension questions for the teacher. * 4th grade student- reread the story if Emma’s running record takes a long time. * Participate in a discussion about the book that involves within, beyond, and about questions. * Give the books back to the teacher. * Return to class. | | |
| **Closure:** *Take the books back from the students. Tell the students that you would like them to think about what the moral of the story could be and bring their ideas with them to reading group tomorrow. Ask the students to return to class.* | | | | |
| **Differentiation:**  *The students will work in a 2 on one group with the teacher to provide more explicit instruction. The teacher will introduce and preview the book with the students to provide them equal access to the story before they “cold” read.*  *The 4th grade student will focus on reading for meaning and identifying figurative language and other skills that she will need for grade level assessments.*  *The 6th grade student will focus on identifying characters, setting, problem and solution and also we will work on page by page comprehension so that she is reading to understand.* | | | | |
| **References:** *Purple Guided Reading Folder* | | | | |
| **LESSON ANALYSIS** | | | | |
| **Content Knowledge:** *The teacher will provide the students with extended background knowledge that they will need to be successful when reading this week. In order to understand the moral of the story, the students must understand the genre fable. If they do not, they will not understand that some stories have a lesson that it is trying to teach you. Students must also understand the vocabulary in the story in order to understand the events of the story. The teacher will preview the difficult words during the preview of the story.*  **Teaching Methods/Strategies:** *This lesson will be in a small group setting. The structure will be guided reading. In the beginning of the lesson, the teacher will introduce the book to give the students a chance to preview the pictures. The teacher will also discuss the genre and difficult vocabulary so that students are prepared and provided the skills that they will need to be successful when reading. After introductions, the students will read the story to themselves. This provides the teacher will the opportunity to listen to each student read aloud. Last, the teacher will go over comprehension questions from the book in the form of a discussion. Each student will be provided with opportunities to share their thinking, but they can also expand on each other’s answers.* | | | | |
| **REFLECTION**  *This was a successful lesson because both students showed progress on the learning objective to read to understand the events of the story. Sequencing and comprehension are skills that both students need to work on. The 4th grade student reads at a very fast pace. With her, I focused on slowing down and reading for meaning. We looked at the moral of the story or what she could learn from the story. With the 6th grade student, I worked on page by page comprehension because she struggles to remember and make connections with the text. When discussing with the 4th grade student, I had the 6th grade student join because she can learn from the other student and add on to her thoughts. I think comprehension is easier for her when she can be guided. If I could change something about this lesson and teach it again, I would ask the 4th grade student about other fables she has read to help her to make text to text connections. I would also encourage her to use her text to world and text to self-connections when answering because that is a skill that she will need for her 4th grade assessments.* | | | | |