

College of Education
LESSON PLAN FORMAT
ELED 450

Standards w/Assessments Named:

RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings

Supporting Standards:

W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.1.a: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Learning Target (I can statement in student speak): I can practice reading with effective expression, I can work with others to write about what I have learned, I can have conversations with adults, I can have conversations with other students, I can follow classroom rules for speaking, I can follow classroom rules for listening, and I can ask questions to help me understand what someone else is saying.

Criteria for Success (this should be tied to your assessment and is measurable): Students will give examples of two different ways to use expression

Assessment: Showing how to use angry/ surprised/ scared voices

Type of Lesson: Read Aloud, Whole group instruction/ Prosody

a. What different instructional strategies and learning activities do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy/activity.

I plan to use and model Prosody, I also plan to think-aloud activities to engage my students and help show how to appropriately use expression while reading. By modeling and “thinking out loud” can help set an example for the students to follow and understand.

b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?

Prosody can be expressed orally or while reading. By modeling expression and fluency during our read-aloud, it will successfully demonstrate the I do, We do, You do and our learning goals to use expression appropriately while reading.

Contextual Factors: Reading rug, crisscross, raising hands, homemade anchor chart, lunch is after reading, the students have been working on a Reader’s Theatre, practicing expression the following days before, differentiated instruction for possible ELLs (there are none in my class) and for students falling behind or lower reading levels.

a. Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.

First grade classroom in the Viborg-Hurley school district. My time is spent during their reading block. There are two different first grade classrooms, my room has 18 students. There are no students that have any special needs and there are no ELLs in my class.

b. Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.

There are no major developmental factors in this classroom that may impact instruction significantly.

c. Describe any rituals and routines that you have observed the classroom teacher doing that you may also want to implement for a successful lesson.

They are expected to be seated quietly, and criss-cross on the reading rug during their read-alouds. Inappropriate feedback is not encouraged. However, asking guiding questions and answering for them on a question to get them to feel comfortable and understanding while collaborating on the read-aloud questions is used. Clip up, clip down chart can be used if needed.

Materials and Resources Needed: Anchor Chart, Book, and “Little Chick” poster

Text title:	Alexander and the Terrible, Horrible, No Good, Very Bad Day
Lexile or Grade Level of the text	For ages 6-9, Lexile Level: AD840L
Other Required Materials	Fluency poster, read aloud book, anchor chart

Resources (website you used to support planning, etc)	Benchmark Literacy, Assessment checklists for metacognitive development, and The Reading Strategies Book.
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A. The Lesson

Introduction (2-3 minutes)- *(Think about the connection on pages 87-89 The Art of Teaching Reading)*

Getting attention	if you guys can hear me clap one time- *Clap
Relating to past experience and/or knowledge	So we've been working on reading with expression and talking like the character to help express their feelings and thoughts.
Creating a need to know	Using expression can help our stories make sense
Sharing objective, in general terms	Today we are going to be taking a look into Alexander's very bad day and also practicing how we read using expression.

1. Methods (time frame: total of 30-40 minutes with worktime)

<p>Before Reading <i>(Think about the teaching phase on pages 89-91 in The Art of Teaching Reading) Be sure you include a strategy from The Reading Strategies Book.</i></p>	<ul style="list-style-type: none"> Alexander and the Terrible, Horrible, No Good, very Bad Day by Judith Viorst. From the titles and the pictures, what do you guys think this story might be about? <p>Strategy 1.13</p> <p>Storytellers make their character talk. Think about what's happening on the page, and when you open your mouth to speak, pretend you're the character talking. Think about what the character says and how he or she would say it. Say it just like the character.</p> <p>Another thing to keep in mind while while listening to the story, is to connect yourself to alexander's struggles. Ask yourself in your head, has this ever happened to me or someone I know?</p>
<p>During Reading- <i>List specific questions and pages you might ask them (Think about the active involvement</i></p>	<p>I Do (modeling-Making your thinking visible) EXAMPLE: Oh I am going to stop here because....</p> <ul style="list-style-type: none"> Stop during the reading after the first "Horrible Day" and ask them if they have ever had a horrible day?

<p><i>phase from your –91 -94 in The Art of Teaching Reading). Be sure to model the strategy you choose from The Reading Strategies Book.</i></p>	<ul style="list-style-type: none"> ● I can relate to this book because I have had a day that was similar to his, but I know that everyone does. ● Pretend you're the character in you're head. <p>We Do (Asking questions, and giving them a chance to try whatever strategy or concept your teaching)</p> <ul style="list-style-type: none"> ● Is is easier to understand Alexander is grumpy by my expression I am using? ● Pretend you're the character. <p>Say it just like him with me on page with the boys having lunch. Together: "It was a terrible, horrible, no good, very bad day."</p>
<p><i>After Reading- What might students practice in their independent reading time (Think about the link—pgs 94-96 in The Art of Teaching Reading)</i></p>	<p>So while reading today, you watched me connect to the main character and talk like he would. We also found some things to that we can relate to.</p> <p>Now we are going to work as a group, on talking like a character and using expression while we read.</p>
<p>Student Worktime: Time Frame: _____ <i>Describe what students will be doing to practice what you have taught. This will be during a reading workshop. This should be very closely connected to the after reading component.</i></p>	<p>Working with the whole class:</p> <ul style="list-style-type: none"> ● We have learned that we use expression when we read. ● We use clues- such as the title, picture, bold points or punctuation- to figure out the mood of a passage. ● Some passages have quotation marks, we need to think about what that story character is saying. ● The words, along with how the character acts, gives us clues about what the character is like and how he or she feels. ● We then try to make our voices sound the way that character might talk. <p>Today we have here, "Little Chick".</p> <ul style="list-style-type: none"> ● This story is about a missing chick. The hen is very worried ● So I will use a very worried voice to read her parts <p>What are some examples of a worried voice?</p> <ul style="list-style-type: none"> ● In this story, the farm animals try to help, so I will use a helpful voice for their parts.

	<p>What are some examples?</p> <ul style="list-style-type: none"> ● Little chick is very surprised that everyone is looking for her, so I will use a surprised voice for her part. <p>What are some examples of a surprised voice?</p> <ul style="list-style-type: none"> ● Reading the characters words in these different ways will help the story sound right and make sense. <p>Okay guys, I need you to listen and follow along with me as I read the story aloud using the different voices we described.</p> <ul style="list-style-type: none"> ● Great job for helping me out. ● Now I will read the characters parts showing different feelings. ● I will pretend that everyone is angry. <p>(only three paragraphs) Now lets try using other feelings like, confusion and sad</p> <ul style="list-style-type: none"> ● Which part sounds better you guys? ● Why do you think that?
<p>Closure: Time Frame: _____ <i>Think about the follow-up pgs 96-99 in The Art of Teaching Reading. Make sure to tie this back to the learning target of the day</i></p>	<p>Next, we are going to create and fill in this chart about how good readers read using expression.</p> <p>Fill out chart together in this order:</p> <p>We do not use the same tone of voice for everything we read</p> <p>Our tone of voice should match the mood of passage</p> <p>We can figure out, or anticipate, the mood from the title and other clues.</p> <p>We can use the author’s characters words to confirm their feelings</p> <p>Reading with expression helps the passage sound right and make sense.</p> <p>We use pacing, pausing, inflection and phrasing to read with expression</p> <ul style="list-style-type: none"> ● Pay attention to the tone of your voice as you read. Make sure you tone of voice matches the best way the character feels. ● Let’s read through it together. ● Alright guys, today we talked like the Little Chick in our story ● And we put ourselves in Alexander’s shoes. We have all had days like this, but we know that we also have a lot more good days. <p>Break into your daily five rotations.</p>
<p>Ideas for differentiation <i>(account for all scenarios</i></p>	<p>There are none in this class, but for reference and for students at a lower level:</p> <p>English Language Learners- model how to use a happy tone and invite students to repeat me after I have modeled it</p>

*described in your
contextual factors)*

Before reading the poster to model fluency and expression, reinforce the identity of each animal character.