

Lesson Plan 31

GENERAL INFORMATION

Author	Mrs. Brianna D'Alessio
Subject	Reading/Literacy
Grade level	First
Length of class	60 minutes

CONTENT STANDARD (S)

RL.1.1. Ask and answer questions about key details in a text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Central Focus

The purpose of this lesson serves for students to take charge of their own reading and become their own boss by stopping if they are in trouble, trying different approaches, and working through problems in order to read more fluently and efficiently. This is a necessary skill not just in reading but also connects to the real world because students need problem solving abilities in school, in the work force, and in life in order for them to become independent thinkers.

LESSON OBJECTIVE AND LANGUAGE DEMANDS

Learning Objective

Given the book *The Dinosaur Chase*, first grade students will stop at the first sign of trouble, try a strategy to help, and try another strategy to get the job done by reading their own fiction books independently for 25 minutes and marking the pages they had trouble with on a post-it and writing down the strategy they used to help.

Academic Language

Language demands- The language students should be expected to learn and use in order to participate and engage in today's lesson in a meaningful manner include continuous use of the anchor charts about being the boss of their own reading.

Language support- Strategies provided by the teacher to help learners understand, use and practice the concepts learned in today's lesson include modeling examples, guided practice, and providing a visual aid of the words.

- ✓ **Language functions** – The verbs, referred to Bloom’s taxonomy used in this lesson include “read” and “write”. I will ask questions about and using the vocabulary throughout instruction. Students will also turn and talk to their partners during guided practice. Finally, students will write using vocabulary any new vocabulary learned throughout the unit.
- ✓ **Vocabulary** – *illustration- picture or drawing in a story, boss- in charge of something*
I will continue to say the vocabulary and the definitions during instruction learned in previous lessons.
- ✓ **Syntax** – Students will follow the procedures in order on the anchor chart about being the boss of their own reading. Students will first stop at the first sign of trouble, try something to get them out of trouble, then try something else to finally get the job done. This anchor chart is at the front of the classroom.
- ✓ **Discourse** – Students will turn and talk to their partner during instruction when questions are asked. Also, students will read and write down strategies they used to help them get out of reading trouble on a post-it.

Prior Knowledge

The prior knowledge students should know to be successful with this lesson includes reading fluency and basic writing skills.

Misconceptions

The common misconception and/or gap that may affect the success of this lesson involve students stopping at one strategy that was unsuccessful to their reading. I plan to address this by modeling different strategies they can use if they are in reading trouble and reiterate to not just stop and give up, but to use another strategy if the first one did not work.

ASSESSMENT

Formative

Ask question during instruction:

1. If I’m in reading trouble, what do I do first?
2. What do I do if the first strategy I used does not work?

Summative

Students will independently read for 25 minutes, mark the pages they had trouble with on a post-it note, and write down the strategy they used to help get them out of trouble.

FOCUS STUDENTS

Accommodations/Modifications/Support

2 students with classified as OHI (other health impairments). Students have an instructional assistant who helps during instruction and independent work. Also the co-teacher works with these students during group instruction and independent study based off of the lesson plan and materials I have provided. (IEPs)

2 students who struggle with reading. Students work with the co-teacher during group instruction and independent study based off of the lesson plan and materials I have provided.

OHI (2)

Content: Students are allowed to sit on a textured booster seat. Students are given questions verbally and written down. One to one conferencing during independent study to check in with content knowledge. Link prior knowledge to the current lesson. Do not penalize for spelling or grammar mistakes. Students will also be provided the anchor chart on their own personal paper. Students will receive assistance in picking out a text appropriate fiction book they can read independently and comprehend.

Process: Students will be given one task at a time in order to not overwhelm the student. These students will receive conferencing during partner discussions by the co-teacher and

myself. Breaks will be distributed in between chunked work completion.

Product: Students will have leveled text. Students will work with co-teacher and myself with scaffolding.

Struggling Readers (2)

Content: Students will receive conferencing from the co-teacher and myself during partner discussions to check in with comprehension. Students will receive a leveled text fiction book they will be able to read independently and comprehend.

Process: Students will receive repeated directions individually by the co-teacher or myself prior to independent work.

Product: Students will have leveled text. Students will work with co-teacher and myself with scaffolding.

(13 middle-range learners, 2 OHI, 2 Struggling Readers: Total 17 students)

THE INSTRUCTIONAL PLAN

Step 1

Tell students about the time I made macaroon cookies. My first batch was too lumpy, but do you think I gave up? No I did not. I tried grinding up my flour and baking them again. But they still were not right; they were too runny. Do you think I gave up? No I did not. So, I tried using less liquid as well as grinding up my flour and do you know what? I made delicious and perfect macaroons! I did not stop at the first sign of trouble. I did not stop when my first strategy failed. I tried something else to get the job done.

Step 2

- First, tell students, "Today we will learn that if you are really in charge of your own reading, you do everything it takes to figure out the hard parts. You try something else to get the job done when the first time does not work!"
- Second, refer to the anchor chart at the front of the room "Be the Boss of Your Reading" and go over the first two points from yesterday, plus the new point being discussed today.
- Third, start reading from *The Dinosaur Chase*. Still students to stop me if I make a mistake and listen carefully. Project the book from the ELMO to the Smart Board. Tell them if they notice a mistake to raise their hand. Make a mistake on page 4 and instead of saying "Big Dinosaur went on waiting" say "Big Dinosaur went on walking" and wait until they figure out the mistake. Ask students if there is a problem and call on someone to tell me what I did wrong.
- Fourth, I will first look at the picture to help me with the word and I see the dinosaur is not walking so that cannot make sense. Then I will try to sound out the word, but I will say "walking" because of the first two letters, but I know it is not correct. Throw my hands up in the air and say "I should just give up". But then look at the anchor chart and say, "But I want to be the boss of my own reading, so I'm going to try something else to get the job done."
- Fifth, sound out the word for students until I say the word "waiting". Exclaim, "Yes! That is it!"

And look... in the picture he looks like he is waiting.” That was hard work by worth it! I now can continue reading.

- Sixth, have students turn and talk to their partners reading the rest of the page and talking about strategies they used if they had trouble with any of the words. After conferencing with a few, call them back to the front of the class to discuss.
- Seventh, tell students, “So today we learned that if we are in trouble to stop, try something, then try something else to get the job done!” Use this strategy today. Send students off to read independently for 25 minutes with the timer on the board. Have students mark pages they had trouble with on a post-it and the strategy they used to help. After the timer goes off, have students partner read for 15 minutes using today’s lesson as a guide.

Step 3

Closure

Call students back to the rug and ask a few students:

1. What were some methods did you use today when you were in reading trouble?

Close with, “Excellent job students! Let’s clean up our books for today!”