

Lesson Plan Template

Date: 11/20/2019

Grade: 4 th grade	Subject: English Language Arts
Materials: Textbooks, Half sheets of paper, pencils	Technology Needed: PowerPoint Slides and Projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard <u>RF 4.4 a-c</u> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary <u>SL 1 a-d</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Universal Design for Learning Below Proficiency: <ul style="list-style-type: none"> • During turn and talk time jump in on some conversations with some of the lower level kiddos • The Power Point will have some sentence starters for some of the more important turn and talk time, specifically the one comparing the two types of reading speeds. Above Proficiency: <ul style="list-style-type: none"> • Pair high leveled readers together for discussions Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Textbook in hand and Poster displayed on board with parts of fluency and tongue twister • Auditory: Turn and talks, reading aloud • Kinesthetic: Movement to answer questions such as fast/slow for tongue twisters, movement to talk to partners • Tactile: Holding onto the textbook
Objective By the end of the lesson the learners will understand how speed of reading is used in texts by listening to examples and practicing for themselves.	
Bloom's Taxonomy Cognitive Level: Knowledge/Apply	
Classroom Management- (grouping(s), movement/transitions, etc.) Large group in front of the room. Transition into reading rounds afterwards by which round they are entering into.	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) When they get their textbooks, I want them to keep them closed in front of them. They should only open them to page 14 when we get to that part. I'll explicitly say that when we get to the elaboration section of the lesson plan.
Minutes	Procedures
1	Set-up/Prep before lesson: <ul style="list-style-type: none"> • Get PowerPoint set up on the board • Have textbooks passed out before starting • Have half-sheets of paper ready for their exit tickets.
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Up on the board, I have put up the word, "Fluency". Turn and talk to your thinking partner what you think of when you hear the word fluency. Get some answers. Fluency is reading with speed, accuracy, and the proper expression for what you're reading. Today we are going to be zooming in on speed.
4	Explain: (teacher-led) Speed in reading really means how you pace yourself when you read. Sometimes, we read things slowly, and sometimes we read

Lesson Plan Template

Date: 11/20/2019

	<p>things really fast. I'm going to put a tongue twister on the board, and when I say "Go", I want one partner to read it really fast, and then after you are done, I want the other partner to read it really slowly.</p> <p>When they are finished get their attention back by using a count down. Which speed do you think was best, or the most fun, for reading the tongue twister? Stand up if you thought it was most fun to read it fast and stay seated if you think it was more fun to read it slowly. That's right! Tongue twisters are intended to be read quickly to make them more challenging and funnier. Please sit back down.</p> <p>What if I gave you instructions on how to build a model rocket? Would you read the instructions fast, or would you slow down to make sure you're understanding what you're reading?</p> <p>We read at different speeds and we pace ourselves depending on the purpose of our reading. Good readers are aware of their pacing in a way that helps them understand what they are reading or that helps others understand them.</p>
4	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>Now, up on the board I have a dialogue between two people talking about how they feel about snow. As I read this, I have to be aware of what they say and I have to imagine how they might say it. In some areas they might be talking faster, and in other areas they might slow down their conversation. Punctuation is a good thing to be aware of as well to see where to pause or stop, so I'll be looking for that too.</p> <p>I will read along with the passage, using the correct inflection and speed. Go faster for Sara because she seems really excited, and slow down for Sam because he seems to be whining.</p> <p>I'm going to read some of the passage again. I want you to be thinking about what I'm doing differently and how that changes the story for you.</p> <p>I will read the first few paragraphs again, but this time I'll keep it monotone and keep the speed the same the whole way through.</p> <p>Now, I'd like you to turn and talk to your thinking partner. What was different about the second time and how did the story change for you as you were listening?</p> <p>Bring them all back together to get their ideas.</p> <p>If the speed stays the same throughout, it's really hard to follow along and pay attention. The story can get boring and it's easy to stop listening.</p>
2	<p>Closure (wrap up and transition to next activity):</p> <p>As you guys go into your reading rounds, if you're reading dialogues, I want you to be thinking about how the characters in your books are speaking. Are they speaking fast or slow? Why are they speaking the pace that they are speaking at? Also, when you read, try to be aware of your own speed. Are you reading at a speed that is appropriate for what you're reading so that you can understand what you're reading? This is a great skill for fluent readers to have as they read. Now, before we leave, I'd like for you to take a half sheet of paper and write down your answer to the question on the board. This isn't graded, so just say what you think.</p>
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) <p>During this lesson I will be using observation to monitor learning. I will be jumping into turn and talks to hear some of the general ideas that students have as well as observing facial expressions and gauging reactions.</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>The exit slips in this lesson will be working as my summative assessment. They will be responding to the question: "Why do you think speed and pacing is important in reading?" Once I get answers back, I will have a concrete way of understanding what they got out of the lesson as well as which students understood the general point and which students didn't.</p>