Lesson Plan 2011.5.13

MLI 5040

1. **General Information**

Teacher: Rebecca McClain Subject: English 9 Number of Students: 30

Teaching Partner: Wendy Benefield Grade level: 9 and 10 Lesson number: 1

Date: May 13, 2011 Time allowed: 80 min Block Schedule

This class contains a representative sample of our title II school. [<2% Hispanic, 76% White, 23% Black, with 72% free/reduced lunch] Current focus of the “First To The Top” program is to improve AYP English scores.

1. **Topic** : Reading improvement
2. **Subjects Integrated** : connections of reading and writing
3. **Readiness and Background Knowledge** :

Students will have basic reading and writing skills, as well as knowledge of library etiquette.

1. **Goals**: The Learner Will (TLW):
   * 1. Enjoy reading
     2. Gain oral reading fluency
     3. improve comprehension
     4. increase vocabulary skills
     5. apply the ability to express ideas in writing
2. **Objectives**:
   1. Student:
      1. TLW Identify and define 10 vocabulary terms.
      2. TLW Answer basic comprehension questions dealing with character and plot with 80% accuracy.
      3. TLW Demonstrate proper phrasing, intonation and expression by reading a passage aloud.
      4. TLW Show identification with characters by writing a short paragraph.
   2. Teacher:
      1. TTW Review pre-reading strategies including scanning and vocabulary keys
      2. TTW review proper and improper phrasing, intonation and expression while reading the acknowledgement aloud.
   3. Standards
      1. ALA/AASL 1.3, 2.3
      2. TN English 9 3001.1.12, .1.15, .2.6, .3.4, .8.4

**SPI 3001.8.4** Identify and analyze how the author reveals character (i.e., what the author tells

us, what the other characters say about him or her, what the character does, what the

character says, what the character thinks).

**SPI 3001.3.4** Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written

Description

**SPI 3001.2.6** Determine the most effective methods of engaging an audience during an oral

presentation (e.g., making eye contact, adjusting speaking rate).

**SPI 3001.1.12** Use context clues and/or knowledge of roots, affixes, and cognates to

determine the meaning of unfamiliar words.

**SPI 3001.1.15** Use a sample reference source to determine aspects of a given word (e.g.,

spelling, part of speech, definition, cognates, etymology, synonyms).

1. **Resources and Materials:**

Classroom set of the book A Single Shard by Linda Sue Park, Promethean board (or overhead projector), paper, pencils, Index cards (150ct), colored pencils or markers. Desks should be prearranged in pairs.

1. **Instructional Model, Procedures and Strategies**:
   1. Attention signal: Everyone please write two letters of the alphabet on the top of your paper. No letters can be consecutive. (explain consecutive if necessary). We need two people to pass out materials, so raise your hand if you chose Q for your first letter. (tie breaker letter M or closest to having both).
   2. Opening and Advanced organizer: Review some reading skills first by questioning prior knowledge.
   3. Behavior Expectations: Students should be reminded about voice volumes when working in pairs as well as respecting others. “Everyone makes mistakes sometimes so if you understand what was meant please don’t interrupt. Everyone will be reading aloud and you will be allowed to a sentence if you feel like you misspoke.” (made a boo-boo)
   4. Instructional steps:
      1. Each student will scan pages 1-13 to locate and record ten(10) 3 or more syllable words. (8 min)
      2. Pairs will then compare words found and choose ten of the least familiar between them. (2 min)
      3. Using any reasonable resource, define and write like vocabulary flashcards (10 min)
      4. Each group presents cards and definitions to class (20 min)
      5. Read aloud, each student 2-3 paragraphs (30 min)
      6. Quiz : define ten words from reading
      7. Write paragraph about the book characters from 1st chapter.
   5. Lesson Closure: We have learned a few new words and reviewed some reading skills. How many of you would like to continue reading this book aloud? We will continue working with this book tomorrow. But for now, raise your hand if you can name a way to use these skills in another class. (have students explain) How do these help you understand and remember what you read? Prove it to me. Starting now, write a paragraph or two about the characters in pages we just read. What do you know or think you know about them so far? Time’s running out.
   6. Feedback and Evaluation: compare words found in groups with whole group. Compare and or share definitions. Paragraphs will be reviewed and graded starting tomorrow. Reemphasize reading skills before starting tomorrow. Begin next lesson with whole group reflection.

Quiz using words the class produced: write 10 on board to be defined

1. **Modifications:** Pick the easiest passages for students with known difficulty reading. Allow prompts for any student. Repeat vocabulary cues as needed. Pair sharing can divide task as appropriate for that pair. Computer flashcards can be substituted. Any student with limited writing assignment IEP will write 3 definitions and complete the remainder verbally.