Task 1:

Jolene Bashore

A. General Information

Lesson Title & Subject(s): Standards-based Reading Comprehension Lesson Plan

Topic or Unit of Study: Compare and contrast literature from same author

Grade/Level: Grade 3

Instructional Setting:

Lesson will be taught in a 3rd grade classroom with students of mixed cultural backgrounds. There are 20 students in the classroom. Desks are arranged in groups of 4 with students facing each other. The room is lit with lamps and classical music is playing softly.

A. Standard and Objective

Wisconsin State Standard:

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (Wisconsin Department of Public Instruction, 2011)

Lesson Objective(s):

Students will be assigned two pieces of literature from the same author. Students will be asked to read independently. After a teacher-guided lesson on how to compare and contrast, students will fill in a T-chart with pre-filled questions regarding the theme, setting and plot of each book. Students will answer questions correctly 8 out of 10 times. (80% accuracy)

A. Materials and Resources

Instructional Materials:

Materials include: paper, pencils, worksheet, markers, projector, ipads and computer with internet access.

Resources:

Venn diagrams, T-chart templates, word banks

A. Instruction Plan

Lesson Focus Skill:

Recognizing comparative aspects of literature by reading different works and being able to describe similarities and differences.

Prerequisite Skills:

- Word reading skills at a third grade level
- Ability to write sentences at a third grade level

Presentation Procedures for New Information

Lesson Purpose

Teach all students how to compare and contrast two pieces of literature from the same author and document their observations.

Steps:

1. Using the overhead projector I will demonstrate the following: (1/2 hour)
    a. Start with an empty Venn diagram, I will show students how to enter in information from two stories I read aloud to the class earlier in the week by the same author.
    b. The Venn diagram will be related to the story setting.
        i. I will put similarities between the two stories in the overlap of the circle and use the other circles to separate setting characteristics that are not shared between stories.
    c. I will then pull out a T-chart with pre-filled questions from last week's stories for our guided practice which will follow. ("Plan Text-to-Text Comparisons with a T-Chart," n.d.)

Guided Practice:
Steps:

1. Using the overhead projector, students will guide me in doing the following: (1/2 hour)
    a. With a new T-chart on the projector, students will guide me in answering questions relating to two stories I read aloud to the class earlier in the week by the same author.
    b. Questions will be related to the stories theme, setting and plot.
    c. Students will be called on to answer the questions as I fill them in.

Independent Student Practice:
Steps:

1. Students will work independently on the following: (1 hour)

a. With a new T-chart, students will answer questions relating to two stories they read independently by the same author.
b. Questions will be related to the stories theme, setting and plot and will compare and contrast both stories.
c. Students will fill in their T-chart worksheet.

- The work time will be <u>differentiated</u> for students needing to advance or get more support
    o Advanced students can begin converting their T-chart questions into paragraphs using word processing software. This can be the beginning steps to an essay. Students can also choose to write an additional episode to one or both stories.
    o ELL students may need more background support and will have access to handout of compare and contrast sentence starters, signal words and questions to get them started.

Closing Activity:
Students will create an exit ticket as they are leaving for the day that lists something they have in common with a story character.

A. Assessment

1. Formal assessment: After a teacher-guided lesson on how to compare and contrast, students will fill in a T-chart with pre-filled questions regarding the theme, setting and plot of each book. Students will answer questions correctly 8 out of 10 times. (80% accuracy)
    a. Question examples:
        i. What is the main setting of the story?
        ii. What is the theme of the story?
        iii. Who are the main characters?
        iv. How does the story start?
        v. How does the story end?
        vi. How are the characters changed?

A. Resources:

Plan Text-to-Text Comparisons with a T-Chart. (n.d.). Retrieved from

http://www.smekenseducation.com/strategies-to-teach-compare-contrast.html

Wisconsin Department of Public Instruction. (2011, September). *Common Core Standards for*

English Language Arts. Retrieved from

http://dpi.wi.gov/sites/default/files/imce/common-core/pdf/ela-stds-app-a-revision.pdf

B. General Information

Lesson Title & Subject(s): Standards-based Early Reading Lesson Plan

Topic or Unit of Study: Oral reading fluency in prose and poetry

Grade/Level: Grade 1

Instructional Setting:
Lesson will be taught in a 1st grade classroom with students of mixed cultural backgrounds. There are 20 students in the classroom. Desks are arranged in groups of 4 with students facing each other. There are cushions on the floor in two separate reading centers.

B. Standard and Objective

Wisconsin State Standard:
With prompting and support, read prose and poetry of appropriate complexity for grade 1. (Wisconsin Department of Public Instruction, 2011)

Lesson Objective(s):
After a teacher-guided lesson exploring three pieces of poetry, in addition to peer practice, students will score >8 pts on an oral reading rubric in a one on one meeting with the teacher.

B. Materials and Resources

Instructional Materials:
Materials include: a selection of poetry books in the literacy center for all reading levels and multi languages where possible

Resources:
- Poetry books in the literacy center
- Poetry books in a variety of native languages printed or in book form where possible
  - Examples here: http://www.colorincolorado.org/es/booklist/poemas-para-todos

- Word wall to prompt ELL learners needing extra support

B. Instruction Plan

Lesson Focus Skill:

Students will read poetry and be able to orally recite using expression, phrasing, rate and accuracy at 1st grade level.

Prerequisite Skills:

- Word reading skills at a first grade level
- Ability to write sentences at a third grade level

Presentation Procedures for New Information

Lesson Purpose

Teach all students how to orally recite using expression, phrasing, rate and accuracy at 1st grade level. The lesson will give examples of each in order to score at the minimum levels in the rubric.

Steps:

1. The teacher will use "Read Aloud" with several examples of poetry. ("Improving Fluency in Young Readers -- Fluency Instruction," n.d.)
2. The teacher will point out and give examples of:
   a. Expression
   b. Phrasing
   c. Rate
   d. Accuracy

Guided Practice:
Steps:

1. The teacher will use Choral Reading with several examples of poetry. ("Improving Fluency in Young Readers -- Fluency Instruction," n.d.)
2. The teacher will prompt students to give examples of:
   a. Expression
   b. Phrasing
   c. Rate
   d. Accuracy
3. Students will work in pairs and read the selected and assessed three poems to each other and ask for feedback.

Independent Student Practice:
Steps:

2. Students will work independently on the following: (1 hour)
    a. Students will have time to independently read the three poems.
    b. They will have the opportunity to record their oral reading using a microphone to playback and listen to. They can see if they are able to improve their expression, phrasing, rate and accuracy.
    c. Students will meet with teacher one on one for assessment.

• The work time will be <u>differentiated</u> for students needing to advance or get more support
    o Hearing impaired students: Hearing impaired students can read and copy poetry into their own writing. In addition, Speekaboos is a great website that will allow hearing-impaired students to read and visualize what the poem is meant to convey. ("First Grade Critter Cafe': GOT SPEAKABOOS?," n.d.)
    o ELL students will be encouraged to read poems in their native language and will be offered a translation to English. Students will also be encouraged to bring poetry from home and given the opportunity to translate with teacher assistance using google translate. This will help to draw on background knowledge. (Robertson, n.d.)
    o ELL students may also be asked to try the Dragon Dictation app on the ipad in order to speak in their native language to be translated to English. These students will utilize the printed step-by-step writing guide in their native language to get them started. (Nuance, n.d.)

Closing Activity:
Students will create an exit ticket as they are leaving for the day answering why poems are different than stories.

B. Assessment

4. Formal assessment: After a teacher-guided lesson on reading poetry in addition to peer practice, students will score >8 pts on an oral reading rubric. The rubric can be accessed here: http://www.busyteacherscafe.com/worksheets/Oral%20Reading%20Rubric.pdf
Students will meet with teacher individually to read the poems aloud. The teacher will mark the result notes and assess using the rubric. The rubric assesses expression, phrasing, rate, and accuracy.

B. Resources

First Grade Critter Cafe': GOT SPEAKABOOS? (n.d.). Retrieved from

http://firstgradecrittercafe.blogspot.com/2015/10/got-speakaboos.html

Improving Fluency in Young Readers -- Fluency Instruction. (n.d.). Retrieved from

http://www.busyteacherscafe.com/literacy/fluency.html

Nuance. (n.d.). *Dragon Dictation App – Text to Speech App | Nuance*. Retrieved from

http://www.nuance.com/for-individuals/mobile-applications/dragon-dictation/index.htm

Retrieved from http://www.colorincolorado.org/es/booklist/poemas-para-todos

Robertson, K. (n.d.). Introducing and Reading Poetry with English Language Learners | Colorín

Colorado. Retrieved from http://www.colorincolorado.org/article/introducing-and-

reading-poetry-english-language-learners

Wisconsin Department of Public Instruction. (2011, September). *Common Core Standards for

English Language Arts*. Retrieved from

http://dpi.wi.gov/sites/default/files/imce/common-core/pdf/ela-stds-app-a-revision.pdf