

## Lesson Plan Form

**Subject:** Reading ELA **Activity:** Comprehension **Setting:** Desks/Carpet

**# of Students:** Approximately 17 **Time:** 45-60 minutes

<p>Statement of Objective:            *Observable/Measurable (A,B,C,D)            *GLCE/IEP</p>	<p>Students will be able to identify similarities and differences in two folk tales RL.1.9</p>	<p>Accommodations</p>
<p>Materials:            *Prepared and organized            *Available for all</p>	<p>Online slides/pictures            group chart paper( graphic organizer)</p>	
<p>Opening:            *Gain attention/motivate            *Activate prior knowledge            ~link/relate; assess; prepare for new learning (e.g. vocabulary)            *State goals/set purpose            ~explain task: why, what, how, and when for strategies            *Clear directions</p>	<p>“ Class, Class” response: “ Yes, Yes” – attention Getter            Remember to show you are listening: your eyes are on me, your voices are off and your bodies are calm.</p> <p>today we are going to be reading another folk tale called Thumbelina during the story. I want you to listen for some things that might be the same from yesterday’s story and some things that might be different.</p> <p>Remind students of the characteristics of a story character, setting plot and conflict solution.</p> <p>Vocab words are:            splendor-luxury            Worthy-deserving of respect, praise your attention            Warning-a statement telling someone about possible trouble</p>	<p>Make sure these students are seated directly in front of you on the carpet. Your close proximity and frequent check-ins can help keep them focused and on-task.</p>

	<p>Embraced-hugged Have students repeat back vocabulary words that will be mentioned throughout the story</p> <p>review Tom Thumb and ask questions relating to the story</p>	
<p>Presentation: Teacher: *Variety of learning (T/S, S/S, S/T) *Organizational framework ~construct, clarify, and link concepts in a meaningful context *Present visually, verbally, kinesthetically, real world (e.g. LESH) *Model and think aloud to make visible ~language practices/processes ~learning strategies and adaptations (how, when and why) ~organization, relationships, and clues *Transfer of control ~students explain, justify, clarify, etc. *Clear directions *Check for understanding ~appropriate feedback: praise, prompt probe/question (in ZPD) ~assess/error drill ~monitor and adjust instruction Students: *Participation ~overt and active ~instructional dialogue, think aloud, explain, justify, evaluate,</p>	<p>great now look out for the elements. We talked about earlier, the character, setting plot and conflict.”</p> <p>Teacher reads from script</p> <p>stop at pausing points to engage students in story by asking questions about characters plot setting etc</p> <p>*make sure to be guiding the slides with your reading, so the students have visuals of the story being read.</p> <p>Once the story has ended, ask the students inferential, evaluative and literal questions provided in the text.</p> <p>finish comprehension questions by using think pair share or turn and talk and discuss how the story might be different.</p> <p>word work: The word of the day is scarcely everyone say, scarcely. Scarcely means barely or hardly almost none. Have the students try and use worthy in a sentence.</p>	<p>Use visuals and gestures to reinforce all verbal instructions. Provide a peer buddy during "turn and talk" to help clarify directions.</p> <p>Make sure these students are seated directly in front of you on the carpet. Your close proximity and frequent check-ins can help keep them focused and on-task.</p>

	<p>Reiterate, what word have we been talking about? Scarcely</p>	
<p>Guided Practice: *Activity related to presentation/objectives *Active student participation ~provide rationale for assignment ~multi-sensory and real world ~instructional dialogue *Transfer of control ~students explain, justify, clarify, think aloud *Check for understanding ~ensure high success rate ~appropriate feedback: praise, prompt, probe/question (in ZPD) Individual Practice: ~assess/error drill ~monitor and adjust instruction *Management/monitoring ~scan, circulate, assess, support, praise</p>	<p>now that you've come to the carpet, we are going to use another then diagram where we compare the two stories Thumbelina and Tom Thumb</p> <p>students will work together to complete the van diagram of the two stories with teacher guidance.</p>	<p>Make sure these students are seated directly in front of you on the carpet. Your close proximity and frequent check-ins can help keep them focused and on-task.</p>
<p>Closing: *Adequate time *Students summarize content and accomplishments *Assess/identify new goals *Link to future learning</p>	<p>Amazing everyone, you did really hard work today! Let's see if we can remember what we learned.</p> <p>To check for understanding, go over the similarities and differences between Thumbelina and Tom</p>	

	<p>Students will then be sent back to their desk by showing they are ready sitting crisscross and voices off. Then students will be released to recess</p>	
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