

Dakota State University
College of Education
LESSON PLAN FORMAT

Name: **Kasey Randall**

Grade Level: **4th grade**

School: **Cleveland Elementary**

Date: **2-28-19**

Time: **12:15-12:45**

Reflection from prior lessons: This is a small group reading lesson with four learners who I have been working with for several weeks. The three boys in the group can often become distracted or off-topic and often need several reminders during the lesson. There is a fair amount of “spacing out” that happens with this group. The one girl in the group is very quiet and shy. She is becoming a very good reader and needs to continue to work on her confidence. All of the students have been in this group or a similar group for the full school year, so they are used to the schedule and know what is expected of them.

Lesson Goal(s) / Standards:

Goals:

Students will understand that consonant digraphs stand for one sound that is different from either of the letters.

Students will be able to recall and contrast character traits between two characters in a story.

Students will be able to discuss the events of a story in sequential order and make a logical prediction based on what they have read.

Standards:

CCSS.ELA-LITERACY.RF.4.3.A

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Lesson Objectives:

When given an example word with consonant digraph students will be able to identify the specific digraph in other words and apply the irregular sound pattern in two out of three trials

When given an appropriately leveled text (level N) students will be able to read with 95% accuracy and demonstrate satisfactory comprehension

Materials Needed:

Chart paper
The Hot Day
Fold sheet

Contextual Factors/ Learner Characteristics:

This lesson takes place right after the student's lunch recess. While it is scheduled for 30 min by the time all the students have come inside and transitioned it leaves roughly 25min for the lesson. Because it is right after recess the students can sometimes be very energetic and need to be told to calm down. Three of the four group members can be easily distracted and become off task but usually get back on track after being told to focus. The other group member is extremely quiet so can often be missed when things become chaotic. It is about 50/50 whether students will answer questions willingly or will need to be called on to answer. This is the first text of a new level for this group so it may be a challenge.

A. The Lesson**1. Introduction (5min)**

- a. Once everyone is at the table and ready to go I will ask the students to hand back any old books or fold sheets they have completed.
- b. "Today we are going to look at some spelling and sound patterns in words to help us read them more fluently."
- c. "We are also going to read a new story with some characters that may have met before. After reading we are going to discuss our characters"

1. Content Delivery (20min)**a. Word work (10min)**

- i. "We talk a lot about using spelling patterns to help us sound out and read words, but sometimes those spelling patterns don't match the sound they make. Today we are going to look at some of those patterns."
- ii. I will write example words with consonant digraphs one at a time on chart paper. As I write them I will have the group read them aloud together and ask them what they notice about the words. They will likely notice and some letters near the end of the words don't sound like what they look like. More advanced

students may notice that some vowel sounds change in similar words (ex. watch and scratch)

- iii. I will underline the digraphs as the student identify them.
- iv. To end this part of the lesson I will have the students copy one example of each digraph pattern and underline the digraph.

b. Reading (10min)

- i. I will introduce the text to the students by talking about another book they have read in the same series.
 - 1. “Today we are going to read a new story with some old characters. Today's book is called the hot day and our characters are Sam and Jack. You have read another story about these two brothers Sam and Jack. what can you tell me about these two boys?”
 - 2. “you've also met Sam and Jack's grandfather and they call him Papa. remember that Sam and Jesse are always doing stuff with Papa, but today if papa is busy and it's very hot outside.”
- ii. We will then start looking through the book to get an idea of what the students will be reading
 - 1. I will first have them turn to page two of their books and I will ask to describe what they see on this page.
 - a. The students will likely point out but there is a cat. I will tell them that this is a house cat that lives with a human family. I will ask him to say the word human find it on their page and break it down by its syllables.
 - 2. I will show them how students how to book is formatted to help them read through it
 - a. “looks like at page 2. On this page Papa uses an expression that means it is really hot he says ‘it is hot enough to fry an egg on the sidewalk’ what do you think he means by that?”
 - i. I will help guide the students to realize that he doesn't actually mean you can fry an egg on the sidewalk he just uses it to emphasize how hot it is.
 - b. Papa told the boys t ‘ keep themselves busy’ and that later they would do something fun together.
 - i. I will have the the students find the word yourselves on this page. We will look at the word and clap it together to figure out how many syllables are in that word. we will also talk about how this is a compound word.
 - 3. I will then tell the kids to turn to page 4 and look and the picture and test there
 - a. “Jesse said ‘ actually it isn't’ he had tried to fry an egg on the sidewalk what do you think of that?”

- b. I will have the students find the word actually one this page and have them clap it.
 - 4. it will then have the students turn to page 5
 - a. on this page, Papa told the boys that two eggs left in the refrigerator would be enough. enough for what? what do you think he's talking about?
 - b. "Papa told the boys to stay out of the refrigerator, but what do you think might happen?"
 - c. "It is so hot that Jessie pretends that he is a penguin and you will see what kind of trouble he gets into doing that go back to the beginning and start reading."
 - 5. I will finally tell the students to turn back to the front of their books and to start reading. As they read I will have each student whisper read to me so I can get a sense of their fluency and decoding skills. I may stop them occasionally to ask clarifying question to make sure they are understanding the text.
 - 6. I will do an informal running record on one of the students.
 - iii. After everyone has finished reading the story I'll invite the kids to talk about it and out tow main characters Sam and Jesse
 - 1. Students will likely talk about how the boys tried to fy an egg on the sidewalk because he said it was hot enough to
 - 2. How Jesse put eggs on his feet to walk around like a penguin and what they learned about penguins.
 - 3. Papa was planning all along to make ice cream
 - 4. In the end, the boys probably felt nervous.
- 1. Closure (5min)
 - a. As a closure, I will also ask them to predict what might happen next to the boys.
 - b. I will hand out their fold sheet and go through the instructions with them

B. Assessments Used

1. Informal running record: As one of the students reads I will do an informal running record on a note card or sticky note tracking for accuracy influence. I will also time them to monitor and track their words per minute.
2. Fold sheet: For each lesson, the students are given a full sheet which usually asks them to write down points that they learn from the free day and to illustrate it. I will use this to track the student's comprehension and understanding of the book.
3. Observation: During word work, I will be observing the students see who Can read the words and identify the irregular sounding consonant blends. I will also be observing and listening to each student read their fluency and accuracy and will potentially stop them to ask them comprehension questions along the way.

C. Differentiated Instruction

1. High Flyers: I will rely on and prompt the students who seem to understand the content of this lesson to help guide the conversations and support their peers who may not be grasping the material as fast. If they are finishing their reading ahead of their other students they will be given time to work on the fold sheet for this lesson or any other fold sheets they may have. This is something they are expected to do outside of our lesson times and do something they enjoy doing.
2. Strugglers: For the students who may be struggling with this lesson I will help them get through the reading by helping them break down and decode words. If they do not seem to be understanding the text I will stop them periodically throughout the reading and ask them clarifying questions. If they are not able to answer my questions in a reasonable amount of time I will ask them to reread that section to gain a better understanding of it. I will use teaching points along the way to help students were struggling with their fluency or accuracy.
3. English Language Learners: if my ELL student is struggling with the Digraph sounds I will give them extra support in saying the whole word and using visual information to identify the Digraph sounds. I will also make sure they understand each word used in the word work section. during the reading, if he is having trouble I will encourage him to use the pictures to help him figure out what is going on.

D. Resources

Fountas and Pinnell Leveled Literacy Intervention Lesson Guides; Volume 2