

Reading Lesson Plan

Date: 10/12/21

| | |
|--|--|
| Grade: 5 th | Subject: Reading |
| Materials: <i>Tuck Everlasting</i> | Technology Needed: None |
| Instructional Strategies: <ul style="list-style-type: none"><input type="checkbox"/> Direct instruction<input type="checkbox"/> Guided practice<input type="checkbox"/> Socratic Seminar<input type="checkbox"/> Learning Centers<input type="checkbox"/> Lecture<input type="checkbox"/> Other (list)<input type="checkbox"/> Read aloud<input type="checkbox"/> Peer teaching/collaboration/cooperative learning<input type="checkbox"/> Visuals/Graphic organizers<input type="checkbox"/> PBL<input type="checkbox"/> Discussion/Debate<input type="checkbox"/> Modeling | Guided Practices and Concrete Application: <ul style="list-style-type: none"><input type="checkbox"/> Large group activity<input type="checkbox"/> Independent activity<input type="checkbox"/> Pairing/collaboration<input type="checkbox"/> Simulations/Scenarios<input type="checkbox"/> Other (list)<input type="checkbox"/> Hands-on<input type="checkbox"/> Technology integration<input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: Students will do a large group activity, as we will do a read-aloud together (Mr. B will do the reading), as well as summarizing what we just as a whole class.</p> |
| Standard RL.1 - Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. | Universal Design for Learning Below Proficiency: Students who are below proficiency in regard to reading will be able to listen to the reading and not have to focus on reading while in class. They will be able to sit there and listen to the book while it is being read to them; however, they will be expected to follow along as well. They will also be able to go back to their book and check it in order to make sure that they are properly summarizing what we had just read. |
| Objective By the end of the lesson, students will be able to use textual evidence to explain what the text says, as well as being able to summarize it. They will be able to do this by listening to a read-aloud and a discussion during and after reading. Bloom's Taxonomy Cognitive Level: Remembering: Students will be able to quote the book in order to help them summarize what they had just read. Understanding: Students will be able to paraphrase what happened in the book in order to use textual evidence to summarize what happened in the prologue and first chapter. | Above Proficiency: Students who are above proficiency will be able to listen to the reading and not have to focus on reading while in class. They will be able to sit there and listen to the book while it is being read to them; however, they will be expected to follow along as well. While they are able to use their book if they need help with remembering what had happened during the reading, the above proficiency students will be encouraged to not have to use their book to remember what happened, and only have to use their memory. However, they will <i>not</i> be expected to do it – it is merely encouraged. Approaching/Emerging Proficiency: Students who are above proficiency will be able to listen to the reading and not have to focus on reading while in class. They will be able to sit there and listen to the book while it is being read to them; however, they will be expected to follow along as well. Along with those students who are above proficiency, those who are approaching proficiency will be encouraged to not have to use their book to remember what happened, and to try to only use their memory. However, they will <i>not</i> be expected to do this at all – since they are approaching proficiency, it will just be encouraged. Modalities/Learning Preferences: <ul style="list-style-type: none">• Visual: Students will be able to <i>see</i> the book in front of them and be able to <i>read</i> it.• Auditory: Students will be able to <i>hear</i> the book being read to them, as well as what their peers say during the summarizing of the first two chapters. |

Reading Lesson Plan

Date: 10/12/21

| | |
|--|--|
| | <ul style="list-style-type: none"> • Kinesthetic: Students will be able to <i>move</i> their fingers along while reading, as well as being able to <i>flip</i> the pages as well. • Tactile: Students will be able to <i>touch</i> the book in front of them in order to |
| <p>Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, students will be transitioned from recess. Once they get back into the classroom, we will do a quick “shakedown”, that way the students will be able to get all of the jitters out before we start our lesson. Once they are able to get all of this out, they will then move back to their desks. No movement (other than the shakedown and going to their desks) will be required for this lesson. Mrs. Miller and Mr. B will hand out the books to all of the students in the classroom, and we will then transition into talking about the book, as well as reading it. Students will do a turn and talk during the summarizing part of the lesson; during this time, they will just do this with one of their neighbors. I will use the phrase “3, 2, 1, talking is done” to which they will slow down their talking, and eventually stop talking. If the students continue to talk, I will go up to their “Quiet” board. If the students continue to talk, I will erase part of the part until the students stop talking. This is something that Mrs. Miller does throughout the day. As for the overall classroom management, I will be using Love and Logic. If the students are talking during the lesson, I will say “I’ll wait.” And then wait for the students to “finish” their talking. If they continue to talk, I will again walk up to their quiet board.</p> | <p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) During the lesson, students will be expected to behave as if Mrs. Miller was teaching. Students will be expected to be at a voice level of 0 when I am teaching and/or talking. During read-aloud time, students will be expected to remain at a voice level of 0. When we are having our group discussion at the end of the reading, students will be expected to remain at a voice level of 2 during the turn and talk, and then a voice level of 2 during their class discussion.</p> |
| Minutes | Procedures |
| 2-5 | <p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • Students will be coming in from recess • Students will do a “shakedown”, led by Mr. B, which will help to be a soft landing for the students • Students will then move to their desks |
| 5 | <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • I will open the lesson up to the students by asking them <ul style="list-style-type: none"> ○ “Have any of you ever read a book about a kidnapping, a murder, and a jailbreak? All in one story?” <ul style="list-style-type: none"> ▪ Students will then share some of their experiences with these themes in a novel, and if they have ever read a book like this • Once the students have shared some of the books that they have read that are similar to these events, I will then say to the students <ul style="list-style-type: none"> ○ “We are going to start a new novel unit. For this unit, we are going to be reading the book <i>Tuck Everlasting</i>. Has anyone in the class read this book before?” <ul style="list-style-type: none"> ▪ If any students have read this book, I will ask them <ul style="list-style-type: none"> • “What did you like about the book? What did you dislike? Are you excited to reread it?” ▪ If no students have read the book, I will tell them <ul style="list-style-type: none"> • “I think you guys are really going to enjoy this book. This was one of my favorite books growing up as a kid. It also was one of my favorite movies as a kid too!” |
| 2-5 | <p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> • I will then introduce the novel unit to the students. <ul style="list-style-type: none"> ○ “Since this is our first novel unit of the year, it is going to be a learning process in order to make sure that we do this right! We are going to have plenty of different activities for you guys to do while we read this novel, as well as a special reward at the end of the unit as long as everyone pays attention during read-aloud, is respectful of the book, and if we do well on our activities. “ |

Reading Lesson Plan

Date: 10/12/21

| | |
|---|--|
| | <ul style="list-style-type: none"> ▪ The special reward is being able to watch the movie. They will do this during the novel unit time, and this will be given to them as long as they do their work and act appropriately during the lessons of the unit. |
| <p>10-15</p> | <p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • I will then read the prologue through chapter two aloud for the kids. During the reading, I will stop at multiple points and say things like <ul style="list-style-type: none"> ○ “What do you guys think the word bovine means?” “When the novel says that the ‘Dust is oppressive’, what do you think that the author is trying to say?” as well as “When the author says, ‘The house was proud of itself’, what kind of figurative language is she using?” <ul style="list-style-type: none"> ▪ This will be done in order to make sure that the kids are still engaged in the lesson, as well as making sure that they are following along while we are reading. • The students will be expected to follow along until we finish chapter two, which is where we will wrap up. <ul style="list-style-type: none"> ○ After this, I will say to the students <ul style="list-style-type: none"> ▪ “Turn and talk to your neighbor about what we just read. What happened in our reading? Who are some of our characters? What is our setting? What do we know about the novel so far?” <ul style="list-style-type: none"> • Once students have had about a minute to turn and talk with their partner, we will then discuss it as a class about what we just read and summarize it as a whole group. The discussion section should last about 5 minutes at most. |
| <p>5</p> | <p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • In order to wrap up the activity, I will talk about some of the different things we will be doing throughout the unit. This includes character webs, drawing a map of the town, making predictions about who committed the crimes, and many other things. • Once we finish with that discussion, students will be transitioned into their Daily 5 time, where they will read the article “An unusual snack for cows, a powerful fix for the climate. Feeding them seaweed slashes the amount of methane in the atmosphere”. |
| <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>Students will be assessed throughout learning by doing check-ins while reading – they will be asked questions about the reading while we are reading, as well as being asked to summarize the reading after we finish it. They will also do an assignment at the end of the lesson, where they will answer questions about the chapter that they just read. This will be their formative assessment.</p> | <p>Summative Assessment (linked back to standard, END of learning)</p> <p>Their summative assessment will be done at the end of the unit, when students will write a letter to Mr. Bjelland that details the events of the book. They will summarize the plot (1 paragraph), tell me about their favorite parts of the book (1 paragraph), how they related to the book (1 paragraph), and then wrap up their thoughts (1/2 paragraph to 1 paragraph).</p> |
| <p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, I feel like this lesson went very well. I was able to read the students only the prologue and the first chapter due to time, but the students were very engaged during the read aloud. One of the things that I have learned from the kids is that even though they are in the fifth grade, they still love to be read aloud to. They do it in the morning, and they like that they now get to do it in the afternoon as well. This had helped this lesson (as well as my future lessons for <i>Tuck Everlasting</i> have gone so far) go very well. The students were able to learn more about what a novel unit is, summarizing the text, and they were able to learn more vocabulary as well. I know that the students are able to understand what a novel unit is as they are asking when their next assignment is, and they are always excited to move onto the next assignment. Next, the students learned about how to summarize the text. I know that the students were able to summarize the text as they were able to use textual references (specifically they would recall a quote and the page number) and discuss what had happened. Finally, they were able to learn more vocabulary. I know this because the next few days the students were using some of the words that they had learned while reading <i>Tuck Everlasting</i>. Some of the changes that I would make to this lesson is to extend the summarizing time at the end – when we got to the end, the summarizing section felt very rushed and it felt like it was too forced. The next thing that I would change would be to potentially have some of the students do the reading as well. While the students do like it when I read to them, it is always good to check their fluency as well and to</p> | |

Reading Lesson Plan

Date: 10/12/21

make sure that they are comprehending the material, not just listening to the material. Overall, I feel like this lesson was very successful and was one of my best for this week in practicum, especially for being my first lesson. The students really liked the book, and they wanted to keep reading it. In fact, whenever I go in and read the book to them, they beg for me to read even more of the chapters because they can't wait. I have one kid who has started reading ahead. This has made me happy, as I can tell that the kids love the book and are excited to work on it.

Prologue

Chapters 1-2

❖ **Quickwrite:** What do you think it would be like to live forever and never die? Explain your thoughts.

❖ **Multiple Choice:** Choose the best answers.

- | | |
|---|--|
| <p>1. How many sons does Mae have?</p> <p>a. Four</p> <p>b. Three</p> <p>c. Two</p> <p>d. One</p> | <p>2. Who owns the Treegap wood?</p> <p>a. The village.</p> <p>b. Winnie's family.</p> <p>c. Mae's family.</p> <p>d. Tuck.</p> |
|---|--|

❖ **True or False:** Write T for True and F for False.

1. There is a bubbling brook in the wood. _____
2. Mae has two sons and a daughter. _____
3. Winnie thinks about running away. _____
4. Mae and her family have looked the same for hundreds of years. _____
5. Mae plans to meet up with her kids. _____



❖ **Character Analysis:** What do you know about Mae so far? What is your impression of her?

❖ Comprehension & Analysis: Answer in complete sentences.

1. Describe the setting of the story so far. Include what you know about the time and the place.

2. List the three seemingly unconnected things that happen that the prologue tells us about.

3. Explain why the house and the wood give the impression that "you'd better pass by." Use textual evidence to support your answer.

4. Why is Mae excited when she awakens that day in August? Use textual evidence to support your answer.

