

Outline for a Daily Lesson Plan

Date: May 21, 2013 (pre-assessment), May 29, 2013 (lesson), May 31, 2013 (post-assessment)

Objective(s) for today's lesson:

CC.ELA.4.RF.3 Students will know and apply grade-level phonics and word analysis skills in decoding words.

CC.ELA.4.RF.4 Students will read with sufficient accuracy and fluency to support comprehension.

CC.ELA.4.RF.4a Students will read grade-level text with purpose and understanding.

CC.ELA.4.RF.4c Students will use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.ELA.4.RL.1 Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

CC.ELA.4.RI.2 Students will determine the main idea of a text and explain how it is supported by key details; summarize the text.

Rationale: Good oral fluency practice is often associated with the ability to read successfully, however, meaningful comprehension does not always occur with fast reading.

Materials & supplies needed:

- Fourth grade CBM passages
- *Taking Care of Terrific* by Lois Lowry, pp. 1-2 (Set 2, Level S) (passage & follow-up questions/summary)
- Pencil
- *No More Magic* by Avi, pp. 20-22 (Set 2, Level R) – for post-assessment (passage & follow-up questions/summary)
- Graphic organizer (for post-assessment)

Procedures and approximate time allocated for each event

Introduction to the lesson

- In order to create a comfortable setting, explain to the students that I'm impressed by their ability to read so well and that the purpose of our time together is to assess and improve their ability in comprehension and identifying the main idea in short passages.
- Individually, conduct pre-assessment using CBM passages (Edformation, Inc. 2001). Determine

Academic, Social and Linguistic Support during each event

Keep anxiety low with constant reinforcement. Reassure students this is not part of their grade but is simply a way to help me

<p>WCPM on all three and average the scores to find appropriate reading passage for lesson. (Approximately 10 minutes)</p> <ul style="list-style-type: none">• Ask students for brief summary of what they have just read.• Explain that we will together do a lesson using another passage from a story and students will be asked to read, without the time component, provide a summary, and answer questions. <p><u>OUTLINE of key events during the lesson</u></p> <ul style="list-style-type: none">• Allow students to read aloud the passage <i>Taking Care of Terrific</i> by Lois Lowry, pp. 1-2 individually and listen for fluency, noting errors and corrections. (5 minutes)• After each student has read, invite both to come together to have a discussion about the main idea of the story. Ask questions that supplement the reading if they do not address ideas in their summary. Have students write their answers to the following questions first, then initiate a follow-up conversation to allow for any left out information. (See Appendix H for transcript of conversation.)<ol style="list-style-type: none">1. What is Enid comparing herself to in this part of the story?2. When Enid describes the jade plant she bought she says, “It looked crummy and neglected like an orphan who’s never been taken to the zoo.” Who do you think the jade plant is being compared to?3. How do you think Enid feels about the Carstairs School? How can you tell?4. How do you think Enid feels about her mother? What makes you think that?• Make sure each student is given an opportunity to present his or her ideas, but allow them to use one another to further the conversation and/or raise new questions. (Approximately 25 minutes)	<p>improve my instruction.</p> <p>If main idea and supporting details are not coming through in their summary, provide prompts that might lead them to think more deeply. Help students make connections to the character if they are struggling.</p> <p>In conversation, avoid giving my own thoughts on the story and instead, ask questions like “how” or “why” to develop the thought-process.</p>
<p><u>Closing summary for the lesson</u></p> <ul style="list-style-type: none">• The lesson will come to a close when each student has given the main idea and valid details	<p>If the questions that accompany the reading seem</p>

<p>to support their thoughts either in writing or the conversation that follows.</p> <ul style="list-style-type: none"> • Make the students aware that for their final assessment, they will have an activity very similar to what they have just completed. For the next task, however, they will be asked to write their summary with the assistance of a graphic organizer. Remind both of them that a graphic organizer is something they have completed several times and show the example to prepare them for the next experience. • Ask the students if they have any questions or concerns and whether or not they enjoyed the activity. (Approximately 5 minutes) <p>• <i>Transition to next learning activity</i></p>	<p>difficult or to be frustrating either student, provide a break and don't push too much to get the "right" answer.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Throughout and after the lesson, assess the appropriateness of the reading level selected for the students. Was it too challenging or too easy? Is there a necessity to select a level higher or lower to meet their needs? • Analyze their ability to answer the questions with supporting details. Are there certain types of questions (literal or inferential) that tend to be most difficult? • Use this information to plan the final assessment which will be the same procedure, but with less scaffolding and more autonomy on part of the student. 	