**Lesson Plan 1**

Name: Miss Karen

Grade level and subject: 5th Reading

Date: August 21, 2017, Monday

Time: 10:45-11:35

**Instructional Objectives:**

 The student will be able to…

* Determine the definitions of homonyms and homophones in a class workbook activity. *(6)*
* Identify 3 elements of the story in a class workbook activity. *(7)*

**Materials Needed**

* Memory verse written on board
* On board: How strong and brave are you?

**Scope and Sequence of Lesson**

**Review / Drill**

* Note: This is the first lesson plan so there is nothing to review. I plan to have introduced the class and the stories in the reader before this class period. Here is the gist of how I will introduce it:
	+ *How many of you like to read? How many of you like when people read to you? How many of you have read to other people?*
	+ *Think about what your life would be like if you never learned to read. What would be different?*
	+ Discuss the importance of reading in relation to government, technology, advanced research in health and environment care, and church life. People who read well think well because they can consider other people’s thoughts and learn from many sources.
	+ *This workbook and reader are not just about keeping you busy at school. They will help you think clearly and read better so you will be equipped to interact well in the world. More importantly, they will equip you to serve God well and tell others about God.*
	+ Hand out readers and allow them to flip through briefly, looking at or commenting on the stories. Then hand out LUs and tell them to put names on and put them in their desks. *We will look at them later.*

**Hook / Anticipatory Set**

* Look through LUs pointing out glossary, sections, theme, and memory verse.
	+ *These books are new and updated, but your readers are not. That means that sometimes the readers will have different glossary words than the LUs. Use your LU glossary rather than your reader glossary.*
* Look at the introduction on page 1 and read the paragraph.
	+ *Did you ever face an emergency where you had to be brave and act fast?* (MI—intrapersonal)
	+ If students do not have stories to tell, talk about the rescue at Presque Isle or the time Anne got stuck in the snow pile for an hour.

**Lesson**

**Introduction**

* *As we read these exciting stories, think about what you would do in each situation. How strong and brave are you?* (point to board)

**Pre-reading**

* Read Introduction to Reading 5. Look briefly at the vocab words and remind them where to find the definitions.
* Stand and recite the memory verse chorally several times.
* Echo vocab words and read explanatory box.
	+ Look up each word in the glossary and stand when they find it. Give time to fill in definitions.
	+ Read about traitorous and answer questions 5 and 6 with a thumbs up or down.
	+ Do number 7.

**During reading**

* Model expressive reading with the first section of the story. Discuss what makes oral reading fun to listen to. Illustrate with good and bad oral reading.
* Briefly check for comprehension of story with a few questions. Ask them to predict a bit.
	+ *How did the fire start?*
	+ *Why did she move Jake the Gander?*
	+ *How are they going to put it out?*
* Assign them to finish reading silently, thinking about how they will read expressively in the next class. They may sit on the floor if they are more comfortable there. They may answer questions 8 and 9 when they are finished. (MI- kinesthetic)

**Guided Practice—After reading**

* *Could you have been as strong and brave as Mercie? How would you have felt?*
* Discuss homonyms and homophones.
	+ (Write word parts on board) Homo means one. Phone has to do with sound. Homophones have one sound, but not one spelling. Homonyms have both.
	+ Do 10-14 in class. Model how to make sure they have the right answer by looking at each word in context and saying the definition in place of the word.
* Do 15-16 in class. Brainstorm in partners if needed. (MI-interpersonal)
* Introduce the first 3 story elements and the 3 parts of a story. Do 17-20, stressing the importance of looking things up in the book.

**Closure**

* *Talk to your gazelle partner about the difference between homonyms and homophones.*
* *List the three story elements we learned today to your partner. Give him a high five when he can say them without looking in the book.*

**Self-Evaluation**

*Rating: 1 – inadequate, 4 – needs improvement, 6 – satisfactory, 8 – very good, 10 – excellent*

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| **Area** | **Rating** | **Comments** |
| Success in reaching objectives |  |  |
| Student interest and motivation |  |  |
| Variety of student interaction |  |  |
| Classroom management |  |  |
| Differentiated instruction |  |  |