**Lesson Plan 2**

Name: Miss Karen

Grade level and subject: 5th Reading

Date: August 23, 2017, Wednesday

Time: 10:45-11:35

**Instructional Objectives:**

 The student will be able to…

* Read a portion of the story orally, using good expression and voice projection. *(2,3)*

**Materials Needed**

* Memory verse written on board
* On board: **S**etting **T**alking character **O**ops! A problem **R**esolve attempted **Y**es! Problem solved

**Scope and Sequence of Lesson**

**Review / Drill**

* Review vocab words by asking definitions. Take volunteers to use them in sentences.
* Review memory verse on board. Say several times and alternate positions—standing, sitting on floor, etc. (MI-kinesthetic)
* Review elements of a story from yesterday: character, setting, plot.
	+ Point to illustration on board. Use Enemy in the Wilderness to find each part of the story.

**Hook / Anticipatory Set**

* *Do you remember from Monday’s reading class some things we said made oral reading fun to listen to?* (varying volume and rate, talking like the character, reading smoothly, loud enough...)
* Read sample sentences (in book) in a boring tone. D*o you like that? Who can think of ways to improve it?* Try it again with good expression.
* *What mood does this story have? How should you feel when you read it?* (scared) *How many of you think it would be possible to read so that the listeners feel scared?*

**Lesson**

**Introduction**

* *Today we will read the story in class, focusing on reading well orally. It takes practice to read well orally. So I am going to assign each of you a paragraph or two to read and give you some time to practice it. That way you will be all set to go when it is your turn to read orally.*

**Pre-reading**

* *We will practice our oral reading with a strategy called blab reading. Blab reading is simply everyone reading something different aloud at the same time to themselves. It will sound like we are all blabbing at the same time.*
* *When you get your assigned portion, you will read it to yourself as many times as possible until I tell you to stop. While you are doing that, practice saying it as interestingly as possible so you can comfortably do it to the whole class. Make us sit on the edge of our seats and be good and scared! If you aren’t sure how to read your part or how to say a word in your part, ask me.*
* Set the timer for 2 minutes. Walk around the room, assigning portions (teacher’s reader). When everyone is ready, press start and say “Go!”
* Walk around room monitoring. Make sure students are becoming comfortable with their piece. If students need more time, stop the timer for a bit.

**During reading**

* Direct students to stand when it is their turn to read. Encourage them not to chicken-out of reading with as much expression as they used in their practice. Teacher reads introductory paragraph.
* After students have read, teacher reads to paragraph 24. Then stop and ask a few discussion and comprehension questions from part A and teacher’s guide. Discuss the setting, asking students to picture it in their heads. (MI-visual)
* Finish most of the story with comprehension questions that require them to skim for the answers.
	+ *Why doesn’t Father give up right now? The next paragraph has the answer. Skim it and tell your gazelle partner the answer in one sentence.*
	+ *How did the neighbors know to come fight the fire? Read the next sentence and raise your hand when you can infer (guess) what the answer is.*
	+ *What did the men do to put out the fire? Skim the rest of this paragraph and name at least one thing the men did to your gazelle partner.*
	+ *How did the women help? Skim the next paragraph and raise your hand when you can name one thing the women did.*
	+ *What were two reasons the men were able to conquer the fire? Skim the second to last paragraph and list one to your gazelle partner.*
* Finish by reading the last one and a half paragraphs to them. Make sure they understand the part about the man’s beard burning. Ask: *What is one lesson you can learn from this story?* (When people work together, they can accomplish a lot.)
* Quickly stand and sing a verse of When We All Pull Together. (MI-musical, kinesthetic)

**Guided Practice—After reading**

* Volunteers read to the class directions for parts A, B, and C.
* Discuss literal vs. figurative language with the box. Do part D.
* Talk about story verse and do part E.

**Closure**

* *Talk to your gazelle partner about one thing you enjoyed about today’s oral reading class.* (MI-intrapersonal)

**Independent Practice**

* Finish Lesson 2 and put it face down and open to the first page of the lesson on the bookshelf.

**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 |  |  |