**Lesson Plan 4**

Name: Miss Karen

Grade level and subject: 5th Reading

Date: August 28, 2017, Monday

Time: 10:45-11:35

**Instructional Objectives:**

The student will be able to…

* Read one sentence with good enunciation and projection during oral reading class. *(2)*
* Make inferences using facts from the book and schema in a class activity. *(10)*

**Materials Needed**

* Pictures of a lighthouse
* Memory verse written on board
* Main idea checklist
* Inference graphic organizer
* On board: 3 main idea options from teacher’s guide p. 11

**Scope and Sequence of Lesson**

**Review / Drill**

* Review main idea and supporting details. Give students a copy of main idea checklists and have them work in groups of 3 decide which main idea is correct and why the other two are wrong. Call back to attention with 5-4-3-2-1 and discuss. (MI-interpersonal)
* Review literal and figurative language with options from teacher’s guide.
* Review vocab words with jack-in-the-box. Students stand when they know the word I am describing, but wait to say it until my hand goes down.
* Recite memory verse. Erase a word or two, stand and recite again. Repeat. (MI-kinesthetic)

**Hook / Introduction**

* Show picture of lighthouses. Discuss how lighthouses changed over the years (teacher’s guide).

**Lesson**

**Pre-reading**

* Demonstrate good posture and enunciation while reading the first few paragraphs. Talk about projecting your voice and appropriate volume. Read to end of first section.
* *Today as you read I want you to focus on standing tall and reading with good enunciation and projection. You are going to practice with one sentence at a time. Skim through the rest of the story and mark lightly with your pencil 3 sentences that you would like to read. When you are finished, stand and practice reading the sentences in your head.*
* When all students are standing, have everyone blab read their sentences. Students sit down. (MI-kinesthetic)

**During reading**

* *When we get to the sentence you marked, raise your hand. When I call your name, stand and read the sentence. You should read at least once but you may read more than that if no one else has picked your sentences.*
* At the end of the second section, briefly stop and make sure all students have read. If they haven’t, make sure there is a sentence coming up for them.

**Guided Practice—After reading**

* Hand out inference graphic organizer.
  + Discuss inferences. Read the box and fill out graphic organizer with the example.
  + Use the examples in the teacher’s guide to fill out the next two inferences on the graphic organizer.
  + Do #1 and 2 with the rest of the graphic organizer.
  + Discuss #3 in giraffe partner groups.
* Discuss lesson verse. Do part E.

**Closure**

* *Tell your gazelle partner in your own words how to make an inference.* (MI-interpersonal)

**Independent Practice**

* Finish Lesson 4 and put it face down open to the first page of the lesson on the bookshelf. Before you hand it in, check over it to make sure you followed every direction.

**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 |  |  |