**Lesson Plan 5**

Name: Miss Karen

Grade level and subject: 5th Reading

Date: September 6, 2017, Wednesday

Time: 10:45-11:35

**Instructional Objectives:**

The student will be able to…

* Match 6 supporting details to the main ideas they support. *(9)*
* Define 2 words based on their prefixes. *(12)*

**Materials Needed**

* Memory verse written on board
* Square paper for each child
* On board: two stools with main ideas and sentence starters written on them (Guided practice)

**Scope and Sequence of Lesson**

**Review / Hook**

* Take a group volunteer to read their You Read to Me, I’ll Read to You story. Ask students to write down in one sentence the main idea of the story. Discuss the supporting details.
* Review inference with examples in the book.
* Hand out square sheet and fold like example in the book. Review three main parts of the story and put one on each side of the pyramid. Put somewhere for tomorrow’s reading class.
* Recite memory verse. Erase a word or two, stand and recite again. Repeat.

**Lesson**

**Pre-reading**

* Introduce vocab words 1-4 by having them guess which word I am describing.
  + Emerge—*If you are looking at a tree, and suddenly someone walks out from behind it, we might say that someone \_\_\_\_\_\_\_\_\_\_\_\_ from the tree.*
  + Foreigner—*If you would go to China, you would be considered a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
  + Circulation—*Everyone line up at the door. Now follow me around the room. I just showed you how I wanted you to \_\_\_\_\_\_\_\_\_\_\_\_\_ around the room.* (MI-kinesthetic)
  + Moderate—*If you have a headache and I give you a Tylenol, hopefully your headache will \_\_\_\_\_\_\_\_\_\_\_\_.*
* Read word focus and do #5-7.

**Hook / Introduction**

* *When there is a dangerous situation, do people usually look to the children or the adults to take charge? In this story, a grown man let a young boy take charge in a dangerous situation. Why do you think that might have been?*
* Locate Lapland on the map.
* Read part D and do #8.

**During reading**

* Teacher reads and models metacognitive strategies (use ideas in book) until top of page 20.
* Students finish reading, while thinking about how they are trying to understand the story. They may work on #9-12 when finished.

**Guided Practice—After reading**

* When everyone is finished reading, ask: *Did you figure out why a grown man was willing to let a young boy take charge in a dangerous situation? Can you think of any situations in which you would know what to do better than a grown person would? How about if someone visits you and you are showing them around your place?*
* Review homonyms with #9-10.
  + Ask students to say the sentence with each of the definitions in place of the homonym. Allow them to make their own decision about which one makes sense.
* Read 2 main ideas in #11 and 12.
  + Write each one on the seat of a stool on the board. Under the stools write: *In order to take care of the horse, Lars…* and *In order to clear the road, the farmers…*
  + Volunteer gives one supporting detail and tells which stool it belongs to. Model how to tell if it is correct by reading the answer at the end of the starter.
  + Give students time to finish the part. While they work on it, circulate and ask them to read some of their options with the starter.
* Teach prefixes with the box.
  + Say a word using a prefix in the chart and have students stand when they know what it means. Overhead, forerunner, unkind, invisible, semiformal, retell, midlife (MI-kinesthetic)
  + Students do 13-17 on their own. When everyone is finished, check over answers. They may fix in red.

**Closure**

* *What does the prefix semi- mean? Fore-?*

**Independent Practice**

* Finish Lesson 6 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 |  |  |