College of Education

LESSON PLAN FORMAT

|  |  |
| --- | --- |
| Name: | Michael Ihler |
| Grade Level: | 3rd |
| School: | St. Thomas |
| Date: | 10-29-10 |
| Time: | 2- 2:30 |

**Reflections from Last Week’s Lesson**: The students started the day being a little rowdy. I took them to the library for our lesson but soon as we got in there, they wanted to touch everything and not listen. Because of this, I opted to take them back to the classroom. While reading all three of the boys kept getting off task and would start talking amongst themselves or try to talk to the boys in the other group. Joey, Frank, and Carson all really enjoyed the activity of building houses with toothpicks and marshmallows. All three of the boys listened when they were told not to eat any of the marshmallows. They also all asked nicely if they needed more marshmallows or toothpicks.

|  |  |  |  |
| --- | --- | --- | --- |
| Story name: Three Little Pige | Joey | Frank | Carson |
| Phrasing | 4 | 3 | 2 |
| Smoothness | 4 | 3 | 3 |
| Pace | 4 | 3 | 3 |

Background, Context, and Purpose:

* Contextual factors/learner characteristics
  + Is expansive and speedy
  + Is alert, friendly, and interested in people-but sometimes careless, noisy, and argumentative
  + Needs frequent reminders about responsibilities
  + Is sensitive to criticism
  + Is in need of adult praise and encouragement

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator (Goal) for Reading | Specific Standard | Unpacked objective | Assessment Tool |
| 1. Students can recognize and analyze words. |  |  |  |
| 1. Students can comprehend and fluently read text. |  |  |  |
| 1. Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses. |  |  |  |
| 1. Students can interpret and respond to diverse, multicultural, and time period texts. |  |  |  |
| 1. Students can access, analyze, synthesize, and evaluate informational texts. |  |  |  |
| Indicator (Goal) for Writing |  |  |  |
| 1. Students can apply the writing process to compose text. |  |  |  |
| 1. Students can apply Standard English conventions in their writing. |  |  |  |

**Materials and Resources Needed:**

**Book- Casey at the Bat, pencil, paper**

1. **The Lesson** (Including a time frame may help in planning.)
2. **Introduction**

|  |  |
| --- | --- |
| Getting attention | If the game was on the line and your team was losing, would you want to be up to bat with a chance to win the game? |
| Relating to past experience and/or knowledge | Have any of you ever played baseball? Do you like baseball? |
| Creating a need to know | Today we will read Casey at the bat and see which team comes out a winner. |
| Sharing objective, in general terms | We are going to read this story and then each write a poem. After everyone has written their own poem, we will all write a poem together. One person will start with the first line then the next person will make the next line and so on. |

1. **Methods (core of the lesson)**

|  |  |
| --- | --- |
| Before Reading | The World Series of Baseball starts this week. Who do you think will win, the Texas Rangers or the San Francisco Giants? I want you to write your answers down on a sheet of paper. I will save your guesses and at the end of the World Series, we will look at who guessed right. Have any of you ever read Casey at the Bat? |
| During Reading | \*Each student will read throughout the book, as well as me. We will be doing a popcorn style of reading. After page 8, I will ask the students who they think will win the game. After page 16, I will ask the students if they think Casey will get out, or will he get on base. Then after page 26, I will ask the students if they are going to stick with their predictions about him getting out or getting on base. |
| After Reading | * I will present a short poem to the students. Students will each then write a poem. The poem can be about anything they choose. After writing a poem individually, the students will write a poem together. One student will write the first line, the next student will write the next, and so on. |

1. **Closure** (Do not add any other part to the closure. You want the students to know you are interested in their statements and input.)

What did the students learn from this lesson? and What did they like best about the lesson?

1. **Show the type/s of Assessment/s used in this lesson.** 
   * After the lesson, you have skills you have assessed. How did your students do?
   * Label where you are putting the assessment within the lesson plan with (\*Assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Story name:  Casey at the Bat | Joey | Frank | Carson |
| Word attack |  |  |  |
| Fluency |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phrasing | 1. Monotonic with little sense of phrase boundaries, frequent word-by-word reading. | 2. Frequent two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses. | 3. Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation. | 4. Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.  Tom  Sally |
| Smoothness | 1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.   Tom | 2. Several “rough spots” in text where extended pauses, hesitations, etc. are more frequent and disruptive. | 3. Occasional breaks in smoothness caused by difficulties with specific words and/or structures. | 4. Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction. |
| Pace | 1. Slow and laborious | 2. Moderately slow. | 3. Uneven mixture of fast and slow reading. | 4. Consistently conversational. |

1. Back Pocket Idea (Usually **Differentiated Instruction** goes here, but for this class I ask for back pocket ideas.)
2. **Resources:** What resources did you use which would be of interest to the classroom teacher?