

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name: Tonya Wright	Name of Unit: Story Elements	Date: June 17, 2016	Grade Level: 4th
Objective	Procedures	Materials	Evaluation
<p>Describe in depth the character, setting, or event in a story drawing on specific details.</p> <p>Use relative pronouns</p> <p>Choose punctuation for effect</p>	<p>The students will read “On the Banks of Plum Creek”. The following vocabulary will be discussed: badger, bank, bristled, jointed, patched, rustled, rushes.</p> <ul style="list-style-type: none"> • After reading the story, the students will complete a Character Web. In the center of the circle, they will write the character's name of their choice; and in each corresponding circle they will write details about the character, setting, or event. • "Paired Passages", the students will read an informational and literary text on the skill, story elements, and answer the comprehension questions that follow citing their evidence from the passage to justify their answers. • Create a comic strip that illustrates a sequence of events from an informational text to promote further understanding of the text. • Given a Ziploc bag with sentences, fragments, and run-ons, the students have to correctly identify each. <p>Pronoun Match</p> <ul style="list-style-type: none"> ○ Teacher will prepare several sentences and write them onto small note cards. The teacher will also write various pronoun note cards. ○ Teacher can divide class into groups and provide each group with a stack of sentence cards and a stack of relative pronoun cards. 	<p>Reading passages Reading Street Graphic organizers Blank Comic Strips Sentence Cards Internet Projector</p>	<p>Teacher Observation Student Work Sample Oral Responses Exit Tickets Written Assessment</p>

	<ul style="list-style-type: none"> ○ One student in each group will flip over a sentence card and a relative pronoun card. <p>Using the information on these two cards, the other group members attempt to match each relative pronoun to add the noun.</p> <p>Teacher will have each group create their own sentences, switch them with peer groups, and complete the same process above.</p> <ul style="list-style-type: none"> ● Story Mapping: Using a graphic organizer and a reading passage, the students will complete the graphic organizer by listing the title, author, setting, important events, and the solution. <p>Story Pieces: The students will use two texts to identify story elements on puzzle pieces.</p> <ul style="list-style-type: none"> ● Sketching the text: The students will sketch the setting of the story by focusing on where the story takes place, why it is important, and which details from the story support their answer. <p>Reteach: The students will work in a small group with the teacher on reading comprehension or fluency.</p> <p>Enrichment: The students will peer tutor struggling readers on fluency.</p>		
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For each lesson plan, do the following:

- 1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology