

MVSU NCLB 2017 Summer Reading Institute
Lesson Plan Template

Name: Ceara Perkins	Name of Unit: Locomotive Reading	Date: June 20, 2017	Grade Level: 5 th
Objective	Procedures	Materials	Evaluation
<p>R L 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as an inferences drawn from the text.</p> <p>* State the Purpose (Big Idea) - The purpose is to become great readers by supporting how you know something. The average reader can provide an answer, but a great and a skilled reader knows how to support and prove their answer.</p>	<p>Monday -Tuesday Introduction: Before reading book “Locomotive” students will view the title of book and discuss aloud what he or she thinks the book will be about.</p> <p>Whole Group</p> <ul style="list-style-type: none"> • Listen and follow along with book “Locomotive”. - Turn and talk to create a quick, working definition of evidence and list examples. <ul style="list-style-type: none"> • Create 4 door foldable defining evidence, cite, inference, and text. <ul style="list-style-type: none"> • Students will type or write target words. Words will be added to classroom word wall. <p>Homework: Write 1 thing that stood out to you the most in the story. Explain!</p> <p>Wednesday: * Knowledge Targets Discussion Points (Deconstructed Objectives/Standards) -Textual evidence demands that readers engage with the text. -Skilled readers will not only provide an answer to a question, they must tell how they know. Model (I DO); (WE DO); (YOU DO).</p>	<p>Text: Locomotive by Brian Ploca</p> <p>*Close Reading Sample</p> <p>*4 door Foldable typing paper</p> <p>*Pencil, Paper, Notes</p> <p>Markers, scissors, construction paper,</p>	<p>Answers and textual evidence</p> <p>Teacher observation</p> <p>Reading log</p> <p>Ticket in the door</p>

<p>DIRECT INSTRUCTION</p> <p>The purpose is to support our thoughts and responses citing the evidence.</p>	<p>Reteach</p> <ul style="list-style-type: none"> • Discuss Close Reading and provide example. (Students will take notes). <p>Thursday : #Review/Follow up. (Small Group)</p> <p>Teacher will :</p> <ul style="list-style-type: none"> • Monitor • Work with Tier 2-3 groups <p>-*Accommodations: Students will: -participate at their own pace -receive assistance from inclusion teacher.</p> <p>Friday: #Enrichment</p> <ul style="list-style-type: none"> • Create a short story. Discuss story with a partner and take 3 minutes to write down an inference. (Discuss aloud). <p>-Exit ticket</p>	<p>Notebook, pencil....</p>	<p>Teacher observation.</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