

Student Teacher Candidate: Peyton Allen
 Lesson Subject(s)/Title: Picture Book Pacing
 Lesson Date(s): 18 October 2018
 Course & Grade(s): English Language Arts, 3rd Grade

INSTRUCTIONAL MATERIALS:

- Children's picture books (one per student)
- Tablet or camera to record students as they read
- Student self-grading rubric
- Grading rubric
- Projector or document camera

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What do good readers sounds like?
 How does reading fluently help me understand what I read?
 How can I improve my speed, accuracy, and expression when I read?

PURPOSE:

The purpose of this lesson is for students to be able to self-assess their reading skills and fluency. It will help them become better fluent readers.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will be able to accurately read aloud from a chosen picture book.
 IEP objective: Jay will be able to read aloud with fluency in his area of leveled reading.

STANDARDS:

Subject Area: English Language Arts

Eligible Content: CC.1.1.3.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Subject Area: English Language Arts

Eligible Content: CC.1.5.3.F

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

DIFFERENTIATION STRATEGIES:

Materials: The same as the others. The only thing different is that he is getting a picture book given to him on his level of reading.

Strategies: Partner reading with resource teacher

Individual accommodations:

Anticipatory set: Gustavo will be given a picture book on his level. He will partner with one of the students to explain what he thinks the book will be about.

Input: Gustavo will participate and listen as the teacher models the lesson.

Apply: Gustavo will practice reading his book with the resource teacher. Gustavo will make his audio recording with the resource teacher.

Closure: Gustavo will be given the self-assessment rubric and the resource teacher will read it to him as he fills it out.

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

Homework: Gustavo will be given a book at his grade level to him that he can read at home with his parents or to his siblings, dolls, pets, etc.

Evaluation: He will be evaluated just like every other student.

Data Collection: Gustavo will have a data collection sheet provided by the resource teacher that she records in.

ANTICIPATORY SET:

Each student will pick their own picture book to read. They will be asked to partner up and have each student explain to their partner what they think their book is going to be about based on their title or illustrations in the book.

INPUT/ ACQUIRE NEW KNOWLEDGE:

For explicit instruction and modeling, the teacher will choose a picture book and read it aloud to the class. The teacher will then show the students a self-assessment rubric that each will receive and explain how it is to be done. The teacher will also explain how she expects honesty from them on the rubric.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Ask students to quietly practice reading their books aloud to themselves. The teacher will begin calling students up one at a time to make their audio recordings. If the class has an additional adult present to help, have them positioned at the opposite end of the room or in a quiet part of the hallway. (Each reading will take approximately 5 minutes).

CLOSURE/ASSESSMENT:

Give each student the self -assessment rubric after they have finished recording their read aloud. Have them turn it in after it is completed. Ask students how they felt about their reading skills. Let them know that it is okay to not feel like they did a great job; even teachers stumble over words sometimes!

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Ask students to go home and read out loud to someone, whether it be their siblings, dolls, parents, or pets.

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be assessed through the student's self-assessment as well as the teacher's rubric.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Ask the students to partner up and explain what they think their book is going to be about to their partners.2. Model instruction by reading aloud her own picture book and then explain how the self-assessment rubric form is to be completed.3. Explain how she wants honesty on the self-assessment rubric.4. Have the students quietly practice reading their books aloud to themselves.5. Begin calling students up to make their audio recording.6. Give each student a self-assessment rubric to complete and have them turn it in.	<p>The students will:</p> <ol style="list-style-type: none">1. Pick their own picture book to read.2. Partner up and explain to each other what they think their book is going to be about.3. Participate and listen to the teacher modeling the lesson.4. Practice reading their book to themselves aloud.5. Audio record themselves reading.6. Honestly fill out the self-assessment form.7. Explain how they felt about their reading skills.8. Go home and read aloud to their family.9. Be assessed by the teacher through their self-assessment rubric and the
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<ol style="list-style-type: none">7. Ask students how they felt about their reading skills and let them know how it is okay to not think they did well.8. Ask students to go home and read out loud to their family.9. Assess students through their self-assessment rubric and the teacher's grading rubric.	teacher's grading rubric.
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Ed. Department - Revised August 2012

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