Lesson: Phrase Card Reading

Length: 45 minutes

Grade: 4th

Academic Standards:

4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (informational) with fluency and accuracy and with appropriate timing, changes in voice, and expression.

4.1.5 Use a thesaurus to find related words and ideas.

Performance Objectives:

When in groups, students will participate 3 out of 4 times.

When given a vocabulary worksheet, students will complete 4/4 parts.

When given a section of book to read, students will fluently read with 90% accuracy.

Advanced Preparation:

- Copied section from Chapter 4 of Tales of a Fourth Grade Nothing by Judy Bloom
- Highlighter Markers
- Index Cards
- Clipboards
- 6 vocabulary words, printed 4 times on cut pieces of paper
- Dictionaries
- Thesauruses
- List of students’ partners (Rank students according to reading ability, split class in half, pair top-ranked student in the higher-performing half (partner one) with top-ranked student in lower performing group (partner two), do so until all students are paired.)

Procedure:

Introduction/Motivation:

- Remind students that we have been talking about Fudge and working on the vocabulary for each chapter. Ask students, “What are some vocabulary words that we learned from the last chapter? (Knowledge) “What does that mean?” (Comprehension) Then ask, “Can you use that word in a sentence?” (Application)
- Tell students the directions and explain the next activity.
Step-by-Step Plan:
- Each group will get two copies from a section of the book. Each pair will read one section from chapter 4, then go back and highlight phrases from the passage, including difficult words. Then you will go back and write the phrases on the index cards. (Interpersonal) You can use your clipboard for something to write on. After you have done that, partner one will read the phases. Then partner two will read the same phrases from the card. While partner two is doing this, partner one will identify and correct errors. Tell students that the directions are posted on the board if they need help remembering. (Visual/Spatial)
- Have students move to an area of the room with their supplies. (Bodily/Kinesthetic)
- Monitor students while they are: reading, writing, re-reading phrases (check students for fluency).
- After the students have done all of this, bring back together as a class. Ask these questions:
  - Was there a phrase from the section that was really hard to read and understand? (Knowledge) Why? (Analysis)
  - What was one thing that happened in the chapter? (Comprehension)

Closure:
- Once back as a class, students will work on vocabulary words. (Linguistic)
- Each student will get a vocabulary word from chapter four. The students will paste the vocabulary word to the worksheet. (Visual/Spatial) The student will look up the word in a dictionary and in a thesaurus, write it down in their own words what it means, a synonym for the work and write a sentence using the word. They will write all of the information on the vocabulary hand out. (Intrapersonal)
- After doing so, student will find their group that has the same word that they do. (Bodily/Kinesthetic)
- The groups will discuss what they wrote down for the word. (Verbal)
- The group will then come back together as a class and discuss the vocabulary words.

Adaptations/Enrichment: The lesson plan has already been modified from an original lesson so there have already been adaptations. One way that adaptations can be made is during individual vocabulary time, students may need partners while looking up their vocabulary word and writing it down onto the worksheet. An enrichment would be for students to write their own story using the new vocabulary words they just learned.

Self-Reflection: For my self-reflection, I would ask if the lesson went the way I wanted it to go. Was there enough time for the student to get what I wanted accomplished done? I would also see if my observation assessment worked while the students were reading and if they completed the vocabulary paper and index cards.
VOCABULARY

Paste your vocabulary word here!

Definition:_______________________________________________________________
________________________________________________________________________
________________________________________________________________________

Synonym:_______________________________________________________________
________________________________________________________________________
________________________________________________________________________

Used in a sentence:________________________________________________________
________________________________________________________________________
________________________________________________________________________