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Dr. Gust

Education Psychology

Lesson Plan # 1

November 11, 2008

Lesson Plan

Lesson: Probably Passage (Predicting)

Length: One hour to an hour and a half

Age or Grade Level Intended: 3rd grade English/Language Arts

Academic Standard(s):

3.2.4 Recall major points in the text and make and revise predictions about what is read.

Performance Objective(s):

- Given a worksheet entitled “Can you predict the story?” that is divided into five sections: setting, characters, problem, solution, and ending, and 15 pre-selected words from the book, John Philip Duck, the students will decide where they predict the words will fit into the story with 100% accuracy.
- After reading the story aloud in class, the students will identify 2 differences between their prediction and the actual story with 100% accuracy.
- The students will also identify 2 similarities between their prediction and the actual story with 100% accuracy.

Assessment:

- Distribute the worksheet entitled “Can You Predict the Story?”
- The students will individually decide in which category to put the 15 words.
- After the story is read, the students will get out a sheet of paper and revise their predictions to the story by writing 2 differences and 2 similarities their predictions and the actual story.
- The students will take turns reading their predictions and their revisions aloud to the class.
- Check for accuracy as the students are presenting, by marking the names of students who created their prediction and then were able to explain 2 differences and 2 similarities between their prediction and the actual story.

Advance Preparation by Teacher:

- Book= John Philip Duck
- Worksheet= Can You Predict Your Story?
- List of 15 pre-selected words
- Chalk(to write on chalkboard) **(Get this from cooperating teacher/the school I am working for)**

Procedure:

Introduction/Motivation:

Tell the class to look out the window at what the weather is like. Ask, "What do you think the weather will be like tomorrow?" **(Gardner: Visual/ Spatial or Logical/Mathematical)** Listen for some answers. Then, change the subject and ask, "If we are studying math, reading, and science in the morning, what do you think we will learn in the afternoon?" **(Gardner: Logical/ Mathematical; Bloom: Knowledge)** Listen for some answers. After hearing all the answers from the students, explain that they have just made a few predictions. Ask, "What is a prediction?" **(Bloom: Knowledge)** Listen for answers. **(Answer: A statement made, foretelling the future, which may be right or wrong.)** Now, tell the class that we are going to create our own predictions before reading a story.

Step-by-Step Plan:

1. Show the students the book that we are going to read: John Philip Duck.
 - Just as we predicted what the weather may be like tomorrow, let's all look at the front/back cover of this book:
 - a.) What do you (the students) predict this story will be about?
(Gardner: Visual/Spatial; Logical/Mathematical)
 - Go to page 7-8 of the book and show where the boy discovered the duck.
 - Read the passage on page 8. By reading the passage, the students will realize that the story is centered around a duck.
 - Explain to the students that they have just made a prediction of what they think the story is going to be about. They made a statement foretelling the future of the story.
2. Distribute the worksheet entitled "Can You Predict the Story?"
3. Write the 15 pre-selected words from the book John Philip Duck on the chalkboard.
4. Explain the directions for the worksheet to the students.
5. The students will individually decide in which category to put the 15 words.
(Gardner: Intrapersonal; Bloom: Analysis)
6. After completing the worksheet, as a class, we will discuss some possibilities for predictions for the stories. **(Gardner: Verbal/Linguistic; Bloom: Analysis)**

- What word(s) would fit best in the “setting” category? Where do you predict the story takes place? (**Gardner: Verbal/Linguistic; Bloom: Analysis**)
 - What word(s) would fit best in the “characters” category? Who do you predict are the main characters? (**Gardner: Verbal/Linguistic; Bloom: Analysis**)
 - What word(s) would fit best in the “problem” category? What do you predict is the problem happening in the story? (**Gardner: Verbal/Linguistic; Bloom: Analysis**)
 - What word(s) would fit best in the “solution” category? How do you predict they solve this problem? (**Gardner: Verbal/Linguistic; Bloom: Analysis**)
 - What word(s) would fit best in the “ending” category? How do you predict that the story ends? (**Gardner: Verbal/Linguistic; Bloom: Analysis**)
7. Read the story aloud to the classroom.
 8. After the story is read, the students will get out a sheet of paper and revise their predictions to the story by writing 2 differences and 2 similarities between their predictions and the actual story. (**Gardner: Logical/Mathematical; Bloom: Evaluation**)
 9. The students will take turns reading their predictions and their differences and similarities aloud to the class. (**Gardner: Verbal/Linguistic; Bloom: Knowledge**)
 10. Check for accuracy as the students are presenting, by marking the names of students who created their prediction and then were able to explain 2 differences and 2 similarities between their prediction and the actual story.

Closure:

Today we discovered the meaning of a prediction. Then, we created our own predictions of a story and revised the accuracy of our predictions by looking at the major points of a story to tell the differences/similarities. Tomorrow we will discuss the importance of these major points to the development of any story. Let’s reiterate what are the 5 major themes: setting, characters, problem, solution, ending.

Adaptations/Enrichment:

Girl with Listening Comprehension Learning Disability: Explain each of the directions one at a time. Wait for her to complete the first step before explaining the second step, etc.

Boy with Written Expression Learning Disability: Instead of having the boy write out a complete prediction, he will just write certain words to remind him of his story. When

he presents to the class, he can just tell the story from memory. Then, I will ask him to tell the class how his prediction was different and similar to the actual story.

Boy with High Ability: Have the student create his own 15 words to predict the story. Then, have him write his prediction from his own words, using his imagination.

Self Reflection: Ask myself these questions and jot down some reflective points:

1. What part of the lesson went well?
2. What part of the lesson did not go well?
3. What did the students say about the lesson?
4. What can I do to improve my way of teaching the lesson?
5. What can I do to better inform the students of the knowledge they should gain from this lesson?

Manchester College
Lesson plans- EDUC 235

Name: Phylcia

Teacher: Dr. Korrine Gust

Date : _____

Title of Work: LP #1

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	4
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard (s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	2
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	4
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	4
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	4
Grammar and Spelling	5 or more errors in grammar and/or spelling are present.	3-4 errors in grammar and/or spelling are present.	1-2 errors in grammar and/or spelling are present.	No errors in grammar and/or spelling are present.	4
				Total---->	22/24

Teacher Comments: