

Carol Fike
Student Teaching
Imagine on Broadway
March 3, 2010

Reading Lesson

Lesson: _____ Five W's and Partner Reading _____

Length: _____ 45 – 60 Minutes _____

Age or Grade Level Intended: _____ 2nd Grade Reading _____

Academic Standard(s):

2.3.1 Analysis of Grade-Level Appropriate Literary Text: Compare plots, settings, and characters presented by different authors. (Core Standard)

Performance Objective(s):

When reading a story the students will be able to identify all five W's accurately based on the story.

Assessment:

The students will complete a chart that contains the 5 W's. This worksheet includes writing in the 5 W's, questions that they could ask that include the 5 W's, and the answers to the questions based on their stories.

Advance Preparation by Teacher:

- Copies of the blank chart
- Enough Children's books for each pair of students with some extras.
- Read Aloud Story (Our Goat, and If You Give a Mouse a Cookie)
- Pencils (1 per student)
- Labeled Hand Poster on the board

Procedure:

Introduction/Motivation:

How many fingers do you have? (*Gardner – Knowledge*)

There are five important things that we need to pull out of each story:

- | | |
|--|------------|
| Who – who is in the story?
(<i>Bloom – Knowledge</i>) | Characters |
| What – what is the story about?
(<i>Bloom – Knowledge</i>) | Problem |
| When – when does the story take place?
(<i>Bloom – Analysis</i>) | Setting |
| Where - where does the story take place?
(<i>Bloom – Comprehension</i>) | Setting |
| Why – why does something happen?
(<i>Bloom – Synthesis</i>) | Problem |

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Let's say them together, and point to the correct finger. Repeat a couple of times until everyone is participating and seems to remember them.

Let's practice by reading a book together, remember to think about these questions so that you can answer them at the end of the story.

Step-by-Step Plan:

- 1.) Read Our Goat together, this is a nice short story to use as practice. Sometimes I let the students come to the front of the room and read the story to the class.
- 2.) Then ask the students what the 5 W's are. As they say the W word, then they also need to answer the question based on the story. Help the students as needed.
- 3.) Then read If You Give a Mouse a Cookie. The teacher will read one page as the a student reads the other, demonstrating what they will be doing with their partner. Repeat the same activity as above, asking the 5 W's.
- 4.) If the students are not listening or can not answer the questions then you will need to reread the story.
- 5.) Then put the students into pairs. Together each pair, will select a children's book to read. They will take turns reading, each reading the page that is closest to them. (*Gardner – Interpersonal*)
- 6.) Then when they are done they needed to fill out the chart based on their story.
- 7.) When they are done, they can select another story to read with their partner.

Closure:

From now on, every time that we read a story, you will need to answer the 5 W questions. This will help us remember what happens in every story that we read.

Adaptations/Enrichment:

Low Readers – I tried to pair all of the low readers with higher readers. However, I made sure that every student was participating. One of the students that does not like to read in front of anyone, I will have him read to me, so that I can monitor his reading and he will not feel embarrassed.

Gifted and Talented – I also have some students that are reading far above their peers. For these students I will partner them up with one another so that they can read more challenging books and be challenged.

Self-Reflection:

How did the lesson plan go?

What selections were a hit?

Which passages did they not enjoy?

Was there anything that was missing?

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Did anything that happened that I was not prepared for?

What went well?

What needs to be changed?

Then during morning reading time we did a partner reading activity, which they really enjoyed. I placed the students in groups, and had them read real children's books, which they often do not see, let alone read. When forming the groups, I tried to put higher readers, with lower readers so that they could help one another. They were each instructed to alternate reading based on the pages. I also had a variety of leveled books that the students were instructed to choose one that they were interested in. Before all of this took place, I talked to the students about selecting an appropriate book. I also modeled how to take turns reading, with one of my students. Then when they were done reading the story, they were instructed to answer some questions about the story, "The 5 W's." They really seemed to like this, and their behavior was also much better, so I might try something similar on Friday, before we return to Morning DI.