

Modified Reading Lesson Plan

Standards:

English/Language Arts

- 4.2.1 Use the organization of informational text to strengthen comprehension.
- 4.2.2 Use appropriate strategies when reading for different purposes.
- 4.4.6 Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones.

Objectives:

- 1. When given an informational text, the student will be able to create a web displaying main points of information with 80% accuracy.
- 2. When given a book about ecosystems, the student will be able to explain three differences between two ecosystems by their main components (animals, plants, weather, etc.) with 80% accuracy.
- 3. When given an informational book, students will be able to use the section titles to make a hypothesis about the information in that section of the book with 80% accuracy.

Advanced Preparation by Teachers:

Materials: Book on Ecosystems, Paper, Webs, Pencils

Procedures:

Introduction: Can anyone tell me what lives outside in your backyard? What about the pond behind the school? How about in the desert? How about down in cold Antarctica? Do you think the animals you mentioned that lived in the desert could live in the icy weather in Antarctica? Each different ecosystem has different weather conditions and different animals and plants that live there. In the book we are going to read we are going to find out all about several different ecosystems.

Step by Step Plan:

- Step 1: Have the class divide into groups (you may want to split them into groups with a variety of reading levels or by reading levels).
 - Step 2: Have each group go through and using the main headings in the book, write down an idea for each section about what they think the main focus will be.
 - Step 3: Have each group read aloud the book by going around and having each child in the group read a paragraph and rotate. **(Gardener's: Linguistic)**
 - Step 4: Draw a blank web on the chalkboard with the word ecosystems in the middle.
 - Step 5: As a class draw one line off the side and write an ecosystem in the bubble.
- Then write facts or characteristics about the ecosystem off to the side. **(Gardener's:**

Spatial)

Blooms' Questions:

- 1. What is an example of an ecosystem **(Knowledge)?**
- 2. Explain to me what you might expect to see if you were in this ecosystem **(Comprehension)?**
- 3. How would you organize this web to show the different types of ecosystems you read about **(Application)?**

4. Why do you think that a polar bear wouldn't be found in an ecosystem like the desert (Analysis)?

5. What would happen if we dropped a tiger in an arctic ecosystem like Antarctica (Synthesis)?

Step 6: Have each group finish their own web of the rest of the ecosystems they read about in the book. (**Gardener's Interpersonal**)

Step 7: Have the class come back together. Assign each group an ecosystem and have a person from each group come and fill in the web on the chalkboard about their ecosystem.

Step 8: Go through each ecosystem and have the group talk about what they included.

Step 9: Ask the class if there is anything else that should be included.

Closure: You all did a great job on your story webs. We also found that books can be a great source of information and help us learn things about subjects such as science and health. Now we are going to pull out our health books and use those to learn some things about the muscles in our body and what we can do to keep them strong.

Adaptations/Enrichment: For this lesson, Mrs. Overmyer and I had our four girls in the resource room. Because they are all LD in reading (mainly fluency and comprehension) we split them up into two groups. Mrs. Overmyer took two of the girls while I had the other two. We also did group reading like the whole class did, but instead when we were going around I took a turn between each of them. So Miranda read a paragraph, then I would read a paragraph, then Brittany read a paragraph, then I read a paragraph, and so on. Then as we went we read half of each section and discussed the main points. This took the amount of material and cut it in half to reduce what they had to process. It also helped catch them if they didn't get something or got lost before they didn't understand everything. We also filled in the web as we went. I explained to them about the web and we did it after each section (I.e. After we read about the pond ecosystem we filled in the web about the pond). This helped them to get the information they needed as they went along helping them remember it. Also, doing the web as we went helped them to differentiate the different ecosystems instead of having 5 ecosystems information in your head and trying to figure out which goes with which.

If you were doing this in the general education classroom I think the fact that the students were in groups having some of the material read to them would be a good adaptation. You could make sure that they were placed in a group with a very high level reader who could help them, or you could place the four of them in a group like we had and work with them as the other groups were working on their own.

Assessment: Collect the webs the students made. Listen to their answers about what they included in the part of the web they put on the board. Walk around and listen to the groups discuss.