

## Reading Lesson Plan

**Name:** Megann Wenger

**School:** Abe Lincoln Accelerated Learning Academy

**Grade:** 5<sup>th</sup> Grade

**Subject:** Reading

**Date:** 9/26/12

**Theme:** Nature's Fury

**Story Title:** Eye of the Storm

**Students:** There are 24 students in this class. For reading we mix the two classes together that way they are having a chance to learn with other students other than their homeroom. This enables more ways of learning and teaching and gives the students a chance to interact with a wider variety of kids. For the most part we have mostly Caucasian students, but we do have a few African-American students, as well as one or two other races. This gives us a mix of students. There are some students that have some behavior challenges that we are currently working on to help improve this distraction.

### **Instructional Goals:**

1. Students will listen to identify the organization of information in nonfiction text.
2. Students will begin to use the questioning strategy more frequently.

### **Instruction:**

1. Open to pg. 67 begin reading at *Chasing Tornadoes*. Continue reading, until the story is finished, through pg. 75.
2. Continue asking Critical Thinking, guiding comprehension questions as the story is read. This helps keep the students engaged and keeps that focus on the story rather than other things in the classroom.
3. Discuss the story, ask the Wrapping Up questions on pg. 75. Ask students if they have any connections to this story. What was their favorite part?
4. Pass out worksheet pg. 32- Selection Map. We will fill this in as a class, together. It is not homework, it is class work.
5. Before students leave, I will pass out their reading journals. These will be used to answer questions at the end of stories and/or for other writing homework.

### **Content Standards:**

- **Reading Standards for Literature K-5**
  - **5<sup>th</sup> Grade Students:**
  - **Key Ideas and Details**
    - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
    - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflect upon a topic; summarize the text.
  - **Craft and Structure**
    - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
    - Describe how a narrator's or speaker's point of view influences how events are described.
  - **Integration of Knowledge and Ideas**
    - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
    - Compare and contrast stories in the same genre on their approaches to similar themes and topics.

### **Instructional Resources/Materials:**

- Teacher' s Edition- Houghton Mifflin, pg. 67-75
- Student Anthology Book, pg. 67
- Pencil/Pen
- Worksheet pg. 32- Selection Map
- Reading Journals

### **Assessment:**

- Active participation on in class during questioning.
- Participation while working on worksheet pg. 32, Selection Map, as a class.