

Lesson Plan Template

NAME: Karen Wilform

DATE and TIME: March 5, 2020

Lesson Name: Guided Reading Group

Grade Level (s): 4th

Common Core State Standards:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Objectives: The students will be able to talk about a text and draw inferences to understand the story. They will also be exposed to figurative language, like idioms. They will learn the meaning of phrases that may be new to them.

Content Objective- The students will be able to read through a text and figure out what the idioms mean in the story by drawing inferences from the pictures, text, and prior knowledge.

Language Objectives- Students will:

- Achieve the content objectives by listening to the teacher's instructions.
- Read, discuss, and use text features to determine the meaning of the text/idioms.
- Use speaking and listening skills to contribute to discussion in partner and small group settings.

English Language Development (ELD) Standards and Proficiency Levels-

Emerging: *Sections 4.1 Exchanging information/ideas: Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.*

Expanding: *Section 4.1 Exchanging information/ideas: Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.*

Bridging: *Section 4.1. Exchanging information/ideas: Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant information, building on responses, and providing useful feedback.*

Academic Language Requirements: *Throughout the lesson, we will come across opportunities for students to present their opinions.*

Language Frames/Supports (and linking words)

I think this phrase means _____ .

I predict this book is about _____ .

Formal and Informal Assessments: Before the lesson begins, we will take an informal quiz by looking at a Power point regarding idioms. We will look at a few slides, but not reveal the answers till later. At the end of the lesson, we will come back to the Power Point and see how many answers we had correct. We may try a few more for fun, if there is time.

Procedure-Instructional Strategies and Learning Tasks to Support Student Learning:
The students will be sitting at the kidney shaped table with me, towards the front of the class. Each of us will have a copy of the book we will be reading together.

ANTICIPATORY SET: I will ask the students, “How many of you know what an idiom is?” Let them answer. “Today we are going to learn about idioms.” Start with the definition and give them an example, “It’s raining cats and dogs.” Explain what that means and then have them take a quick quiz. Show a few slides with different idioms and have them write their answers down. Tell them we will come back to this later. Introduce story.

I DO:

I will be guiding them throughout the story as we read, “Grown-ups Say the Silliest Things” by Carrie Weston. I will ask them what they think this book is about. Have them share out their ideas. Take a picture walk.

WE ALL DO:

We will read the book a few pages at a time, independently. Then we will come together and discuss what was read. We will take turns filling out the sheet of paper as we find the idioms in the story.

We will discuss the following idioms/phrases from the text:

p.3 – “What’s on TV?”

p. 6 – “I’ll just put the kettle on.”

p. 8 – “You’ll catch a chill.”

p. 10 – “Pull your socks up!”

p. 11 – “How many times have I told you not to do that?”

p. 12 – “You can say that again!”

p. 13 – “Why is the faucet running?”

p. 14 – “You’re happy.”

p. 15 – “Dinner is on the table!”

YOU DO ALONE:

They will be reading certain pages independently, but we will eventually come together and talk about what was read.

SOME DO:

I will have sentence frames prepared for those who need support when answering questions.

CLOSURE:

We will sum up the lesson by going over the idioms we found in the story, followed by checking out our answers from the PowerPoint. Let them pick out their favorite idiom. Have the students go back to their seats and draw a picture of it. Show them examples from the The Language Nerds website.

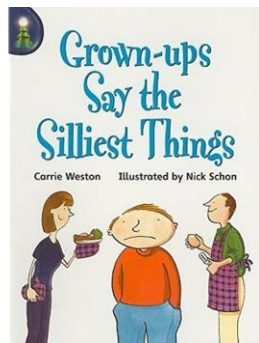
Resources and Materials: *Clearly list each of the items needed to teach this lesson. Identify the quantity needed for each item (e.g., book realia, graphic organizers, video clips, chart paper, markers, 24 student papers).*

I will be using sentence frames to support the questions asked, markers, papers, and my laptop.

“IDIOMS PPT.” *English ESL Powerpoints*, en.islcollective.com/english-esl-powerpoints/grammar/present-simple-tense/idioms-ppt/46437.

Nerd, Author The. “Artist Illustrates The Literal Meanings Of Idioms and It's Hilarious.” *The Language Nerds*, 14 Feb. 2020, thelanguagenerds.com/artist-illustrates-the-literal-meanings-of-idioms-and-its-hilarious/?fbclid=IwAR1IP-rQ7Zjh6B8996BFZf4SYGmUY0cKDB9bvDMfN18R3cbIBwWNatIVm4U.

Weston, Carrie, and Nick Schon. *Grown-Ups Say the Silliest Things*. Rigby, 2002.



Reflections: *What is working? What is not? For whom? Why? How does this reflection inform what you plan to do in the next lesson?*