

MVSU NCLB 2013 Summer Reading Institute
Lesson Plan Template

Subject: Reading

Name: Tulawna Belcher (Reading)	Name of Unit: Summer Jackson Grown Up “Living in the Real World”	Date: July 29, 2013	Grade Level: 3rd
Objective	Procedures	Materials	Evaluation
<p>RL.3.1 – Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g create mood, emphasize aspects of a character or setting)</p> <p>SL. 3. 2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI. 3. 9 – Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Day1: The Teacher will bring the character Summer Jackson to life with an animated read aloud (the pages from the book will be visible on an overhead or promethean board as the teacher reads). The Teacher will generate essential related questions to check for understanding.</p> <p>The Student will listen to the teacher as she reads the story aloud and interact with the teacher after the story is read by responding to questions.</p> <p>Day2: The Teacher will explain the elements of a story to the students using the guidelines from the Mississippi Reading Fair (guidelines are attached). The Teacher will also explain the directions for the daily activity by using a visual aid.</p> <p>The Student will create a story board of the book (the students will be grouped and allowed to use the classroom computers for this activity). The students will present their</p>	<p>Day1: *Book (Summer Jackson Grown Up by Teresa E. Harris) *Visual of Book (overhead or promethean board) *Text related questions (questions are attached)</p> <p>Day2: *Visual aid (A teacher developed story board) *Computers *Supplies will be provided to students</p> <p>Day3: *Visual aid (Bloom’s Taxonomy) * Handout</p> <p>Enrichment Material: *Bulletin Board paper *Crayons and markers *Scissors</p>	<p>Day1: The students will be evaluated on their response to the questions.</p> <p>Day2: The information for each required element will be used to evaluate the student’s comprehension and understanding of the story.</p> <p>Day3: The student’s responses from the questions will be used to evaluate the student’s comprehension and understanding.</p>

	<p>boards and the boards will be displayed around the room.</p> <p>Day3: The Teacher will display and explained the Bloom’s Taxonomy pyramid on the overhead or promethean board. The Teacher will provide each student (s) with a copy of the pyramid that will have level related questions (questions attached).</p> <p>The Student will read and answer each question from the Bloom’s Taxonomy pyramid.</p> <p>Reteach: If needed the teacher will allow a student to re-read the book and peer –to – peer assistance will be provided along with the assistance from both the general education and special education teacher.</p> <p>Enrichment: Using small posters boards in the shapes of girls and boys the student will be allowed to create a picture telling about them. This will be displayed in the classroom. (Character Education)</p> <p>Inclusion teacher will assist inclusion students and other students that might need assistance.</p>		
--	--	--	--

For each lesson plan, do the following:

- 1). Align the standards 2). Identify the domain 3). State the benchmark 4). Address diversity 5). Infuse technology