**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** WD Centers S**ubject:** Reading **Date:** March 24, 25, 27, 2014

**2. Target Grade Level:** 4th grade

**3. PDE Standards:**

See center

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objectives** | **Aligned Summative Assessments** |
| --- | --- |
| Given 6 grade level vocabulary words found in the textbook’s excepted chapters from Because of Winn-Dixie, the student will correctly do one of the following for each word (using each task only once) (1) draw a picture, (2) write a definition, (3) provide a synonym, (4) provide an antonym, (5) use the word in a sentence, and (6) provide an example and non-example of the word with 100% accuracy.  Given a chapter from Because of Winn-Dixie and a graphic organizer, the student will summarize the chapter using a main idea and 1-2 details with 100% accuracy based on the grading checklist.  Given an organizer and writing prompt, the student will produce one two paragraph essay that describes a personal story including the following elements: 2 topic sentences, 1 closing sentence, 1 transitional sentence, and 3 details per paragraph with at least 90% completion of all elements.  Given an organizer and writing prompt, the student will produce one two paragraph essay that describes a personal using proper grammar, proper word usage (tense, meaning), consistent focus, correct spelling, and good vocabulary (2 points for each) with at least 80% accuracy. | Vocabulary Center Activity  Summarization Center Activity  Final essay graded by rubric (see writing lesson) with separate completion and mechanics grades.  Same as above |

**5. Materials Needed:**

See centers

**6. Expectations for Behavior and Class Activities:**

* The student will follow teacher directions.
* The student will actively engage in all activities to her best ability.
* The student will use respectful language towards others.
* The student will keep hands and feet to him or herself.
* The student will remain quiet and seated during the lesson.
* The student will use a quiet raised hand to respond to or ask questions.

**7. General or Specific Accommodations for Special Needs Learners:**

* Students with attention challenges will be allowed to stand at their desks rather than sit. They will also be given extra attention to help redirect them during the lesson and allowed to take verbally requested breaks as needed throughout the lesson.

**8. Description of Learning Activities**

| **Lesson Implementation** |
| --- |
| **Center A: Guided Reading**  *PDE Standards:*  *1.1.4.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.*  *1.1.4.E. Demonstrate fluency in oral reading of grade level texts; demonstrate an appropriate rate of silent reading based upon grade level texts.*  *Common Core Standards:*  *CC.1.1.4.E. Read with accuracy and fluency to support comprehension.*  *• Read on‐level text with purpose and understanding.*  *• Read on‐level text orally with accuracy, appropriate rate, and expression on successive readings.*  *• Use context to confirm or self‐correct word recognition and understanding, rereading as necessary.*  *Materials:*   * *Leveled Reading Books*    + *Below: Hollywood Hounds, On: Presidential Pooches, Above: Canine Companions*   In this center, students will read mini books matched to their reading lexile scores independently. During the center, the teacher will meet with each student to conference on reading strategy use with a particular focus on how the student is using summarization strategies to enhance comprehension. In this meeting, the teacher will formatively assess each student’s ability to use summarization as a comprehension strategy. Students who are struggling with this technique may be pulled for one-on-one instruction. |
| **Center B: Written Response to Literature**  *PDE Standards:*  *1.3.4.A. Read, understand, and respond to works from various genres of literature.*  *Common Core Standards:*  *CC.1.4.4.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade‐level reading standards for literature and informational texts.*  *Materials:*   * *Text book pages 548-552* * *Summarization graphic organizer from Group Reading class* * *Lined Paper with prompt slip*   In this center, students will reread pages 548-552 of the Because of Winn-Dixie excerpt in their texts and refer to their summarization graphic organizers of the same pages done in class during the group read of the story. With this information they are to answer the following prompt using at least 1 paragraph with 3 cited details.  Prompt: What does Miss Franny mean when she says she never had, “quite gotten over it,” after she discusses the story about her bear visitor?  These pieces will be graded using the school’s 1-4 point system where 4 is going beyond expectations (perfect grammar and spelling, good vocabulary, more than 3 details); 3 is meeting expectations (few to no grammar and spelling errors, on level or above vocabulary, 3 details); 2 is below expectations (grammar and/or spelling errors, minimal vocabulary, fewer than 3 details); and 1 is not meeting expectation (off topic, full of errors). This grade will be used as the response to literature grade for the unit. |
| **Center C: Vocabulary Development**  *PDE Standards:*  *1.1.4.C. Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.*  *Common Core Standards:*  *CC.1.2.4.J. Acquire and use accurately grade‐appropriate conversational, general academic, and domain‐specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.*  *Materials:*   * *Vocabulary word list* * *Large blank paper folded into 6 squares* * *Writing instruments*   In this center, the students will take all six vocabulary words and do one of the following in each of the squares on their papers. Students may do each task only once, but must you all six over the analysis of their six vocabulary words. (1) draw a picture related to or showing the meaning of the word, (2) write a sentence correctly using the word, (3) write the definition of the word, (4) write a synonym for the word, (5) write an antonym for the word, and (6) provide an example and a non-example of the word. During modeling of this center, this should be done with 6 old vocabulary words. This task will be used for the vocabulary grade for this unit. |
| **Center D: Summarization**  *PDE Standards:*  *1.1.4.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.*  *1.1.4.E. Demonstrate fluency in oral reading of grade level texts; demonstrate an appropriate rate of silent reading based upon grade level texts.*  *Common Core Standards:*  *CC.1.1.4.E. Read with accuracy and fluency to support comprehension.*  *• Read on‐level text with purpose and understanding.*  *• Read on‐level text orally with accuracy, appropriate rate, and expression on successive readings.*  *• Use context to confirm or self‐correct word recognition and understanding, rereading as necessary.*  *CC.1.3.4.A. Determine a theme of a text from details in the text; summarize the text.*  *Materials:*   * *Copy of the full book, Because of Winn-Dixie for each student* * *Summarization graphic organizer for each student*   In this center, the students will read the beginning of Chapter 12 (pg 79-82) of Because of Winn-Dixie independently. While reading, they will use the summarization graphic organizer to summarize the story about Opal coming to work at Gertrude’s pets on her first day. Students with lower level skills in reading will have an accommodated graphic organizer (attached) to help facilitate directed summarization of the chapter. This will be used as the summarization skill assessment grade for this unit. Answers do not need to exactly match the key, but should reflect an understanding of the summarization skill. Points should be given as follows: 10 points for writing in each area of the graphic organizer (2 per bubble), 40 points for including only major elements of the chapter on the organizer (8 per bubble), 25 points for writing sentences that are not identical to the text in each area of the organizer (5 points per bubble), 25 points for writing clearly and legibly (5 per bubbly). |
| **Center E: Graphic Summarization (Creating a Comic)**  *PDE Standards:*  *1.1.4.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.*  *1.9.4.A. Use media and technology resources for directed and independent learning activities and problem solving.*  *Common Core Standards:*  *CC.1.3.4.A. Determine a theme of a text from details in the text; summarize the text.*  *CC.1.3.4.G. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.*  *Materials:*   * *Winn Dixie book* * *Summarization graphic organizer from listening class* * *Computer with Internet access to website:Pixton.com*   For this center, students will create a comic of how Opal got Winn-Dixie using and online comic creation tool. They must go to Pixton.com/activate and enter code HVPV-VV to log into the assignment. All the other information is on that site. These comics will be used for a bulletin board. During modeling for this activity, the characters and speech bubble instructional videos should be shown from http://www.pixton.com/schools/overview. |
| **Center F: Writer’s Workshop (Peer Review)**  *PDE Standards:*  *1.5.4.E. Revise writing to improve detail and order by making words more exact and varying sentence*  *length and structure, where necessary.*  *Common Core Standards:*  *CC.1.4.4.T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.*  *Materials:*   * *All materials from WD Writing lesson*   During this center, students will engage in a peer review of each other’s writing pieces for the Writing activity related to this unit. During modeling, one of the previously read teacher pieces should be edited. |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Some of students may have trouble working in groups. These centers are developed to be both individual work and group work friendly.

**10. Reflections**: These centers all need more time. Instead of doing them over 2 class periods, I might do 4 class periods in the future (although we did get a third class to help make up missed work). All the learning stations were very good, but students needed a lot more time. The comic one in particular was limited due to students needed time to figure out how to log into the system. In future lessons, I’d try to have a class earlier where students could set up their accounts and learn how to log in and out independently. I also need to better plan what students work on when they finish a center. They were supposed to continue reading their leveled guided reading book, but many did not. If I created something to hold them accountable for this reading, it would assist in this. Perhaps just some guided notes or blanks they need to complete to show their reading progress.

**11. Sources:**

Bear, D., Dole, J., Echevarria, J., Hasbrouck, J., Paris, S., Shanahan, T., & Tinajero, J. (2007). *Treasures: A Reading/Language Arts Program.* New York, NY: The Macmilliam/McGraw-Hill Companies.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Response to Literature: Because of Winn-Dixie**

Read pages **548-552** of the Because of Winn-Dixie in your reading text book and use your **summarization graphic organizers** of Miss Franny’s story to answer the question.

What does Miss Franny mean when she says she never had, “quite gotten over it,” after she discusses the story about her bear visitor?

Write at least **one paragraph (5 sentences)** including at least **3 details** from the story.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Vocabulary: Because of Winn-Dixie**

Place 1 vocabulary word from the list below in each box and follow the directions for that box.

|  |  |  |
| --- | --- | --- |
| Advanced | Snuffled | Consisted |
| Peculiar | Positive | Selecting |

|  |  |
| --- | --- |
| Draw a picture related to the word.  Word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Write a sentence using the word.  Word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Write an antonym for the word.  Word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Write a synonym for the word.  Word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Write a definition (meaning) for the word.  Word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Write an example and non-example for the word.  Word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example: Non-Example:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

C:\Users\Gina\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\11CFPMJ7\MC900078704[1].wmfSample items for **“tall”**:

Picture:

Sentence: My tall brother can reach the top shelf.

Definition: Bigger in height than normal.

Synonym: giant

Antonym: short

Example and Non-Example: Giraffe and mouse

Name:

Summarize the Opal’s first day of work (p. 78-82; Chapter 12) using the graphic organizer.

Opal’s First Day of Work at Gertrude’s Pets

Name:

Summarize the Opal’s first day of work (p. 78-82; Chapter 12) using the graphic organizer.

Opal has Otis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to calm the animals down and then she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.\_.

Opal and Otis try to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When Gertrude sees Winn-Dixie, she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then all the animals start to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Opal sees \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all over the store.

Opal and Winn-Dixie go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and hear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as they arrive.

Opal’s First Day of Work at Gertrude’s Pets

Comic Creation Center Directions

Create a 3 panel comic that tells either Miss Franny’s story or the story of how Opal got Winn-Dixie. Do your best work because we will share these in the hall!

1. Go to [www.Pixton.com/activate](http://www.Pixton.com/activate)
2. Enter code: HVPV-VV and click “submit”
3. Write your first name and initials for your username: GinaGG
4. Write **zupper** for your password and hit “Submit”
5. Click on “Open” and then “Create a Comic”
6. Under “The Classic” click “Create”
7. Select a 3 panel (box) comic
8. Create your comic like we showed in class on Monday.
9. When finished, click “Save and Submit”
10. Give your comic a title and click on “Submit Now”

NOTE: If you are having trouble with the computer comic or like drawing better, you may draw a comic using the comic page.

Writer’s Workshop Checking Sheet

You will be graded based on

Does the story have?

Paragraph 1:

* Topic Sentence
* Detail 1
* Detail 2
* Detail 3
* Transition Sentence

Paragraph 2:

* Topic Sentence
* Detail 1
* Detail 2
* Detail 3
* Closing Sentence

Writing Mechanics Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Points** | **Grammar** | **Word Usage** | **Focus** | **Spelling** | **Vocabulary** |
| **2** | No grammar errors (i.e. punctuation) | All words are used correctly (i.e. form, tense, no double negatives). Sentences make sense logically. | The essay is always on topic and paragraphs are consistently focused. | 0 to 1 spelling errors. (Words used in wrong spelling count against word usage, not spelling as in their for there) | Student uses at least 3 advanced vocabulary words that are 3 syllables or more. |
| **1** | 1-3 grammar errors | 1-2 words are used incorrectly. Sentences make sense logically. | 1 sentence is off topic. | 2-4 spelling errors | Student uses at least 1 advanced vocabulary word that is 3 or more syllables OR at least 3 grade level or higher words that are under 3 syllables. |
| **0** | 4 or more grammar errors | More than 2 word usage errors OR sentences do not make logical sense. | More than one off Ctopic sentence. | More than 4 spelling errors. | Vocabulary is on or below grade level. |

**Did you check your partner’s paper for?**

* Correct spelling
* All sentences have periods at the end
* All punctuation is correct
* The words used make sense (he was, we were)
* The paragraphs have good vocabulary words
* There are topic sentences in each paragraph
* There are at least 3 details in each paragraph
* There is a transition sentence in paragraph 1
* There is a closing sentence in paragraph 2
* The story makes sense
* You don’t have questions after reading the story.