**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson:** WD Listening S**ubject:** Reading **Date:** March 18, 2014

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

**3. PDE Standards:**

1.4 Reading Independently.

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.

1.6 Speaking and Listening.

1.6.4.A. Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

**PA Common Core Standards:**

CC.1.5.4.B   
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.3.4.A

Determine a theme of a text from details in the text; summarize the text.

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

| **Learning Objectives** | **Aligned Summative Assessments** |
| --- | --- |
| Given an audio recording of the Because of Winn-Dixie excerpt in the text, the student will listen actively as shown by correct filling in the blanks of items taken from the text with at least 13 out of 15 correct responses.  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. | Listening Comprehension Assessment  Summarization Center Activity |

**5. Materials Needed:**

|  |  |
| --- | --- |
| Audio recording of text | Response sheet for each student |
| CD Player and speakers | Jeopardy Cards |
| Summarization Graphic Organizer for each student | Full copy of Because of Winn-Dixie |

**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.
* Students with learning challenges will be conference with during independent work to double check for thorough understanding of all concepts introduced or revisited in this lesson.

**8. Description of Learning Activities**

|  |
| --- |
| **Lesson Implementation** |
| Introductory Activity:  Review the vocabulary words from the previous lesson with a jeopardy style game. Once they have all been revisited or retaught move forward.  Modeling/Demonstration:  Show the students the listening handouts. Tell them that they must listen carefully to the story to fill in the blanks. Do the sample item with the students by reading the item with the answer in it. Then, have the students write in the answer. Look over students’ paper to make sure they understand the task and begin.  Guided Practice and Feedback:  Then, have the students write in the answer. Look over students’ paper to make sure they understand the task and begin.  Independent Practice/Exploring:  Play the recording of the story. Tell students to listen for fluency and to fill in their listening assessments. After the story, collect the assessments and review the story. Then, tell students that they will hear now about how Opal got Winn-Dixie.  Modeling/Demonstration:  Hand out summarization graphic organizers. Explain to students that throughout the story they will stop to summarize events. Read from “My name is… arms around.” When reading stop after each major event. Do the first one as an example.  Guided Practice and Feedback:  For the next summarization stopping point (reading from, “Who let a dog…grab that dog!”), work with the students as a group to write in the graphic organizer. Help them consolidate ideas to write one sentence or less.  Independent Practice/Exploring:  Continue reading the chapter. Read from “The dog went running…call the pound,” and stop. Then from, “Wait a minute…Honest.” Finally from, “The manager said…” to the end of the chapter.  Review and Preview:  Review the story as a whole with the graphic organizer or allow a student to do so. Finally, preview that the students will start reading the Because of Winn-Dixie story excerpt tomorrow as a class.    Formative Assessment:  Listening is formatively assessed with the sample item and then summative with the remaining assessment. Summarization is assessed throughout the activity involving the summarization graphic organizer.  Accommodations:  Student who have attention challenges will be seated closer to the recording player or teacher in this lesson. |

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

Some students may struggle with summarization by providing too many details. These students will be given more guided feedback in order to assist in their discretionary development.

**10. Summative Assessments:**

See listening assessment attached.

Summarization will be assessed during a center activity.

**11. Reflections**: This lesson was great. Not only did the students get assessed on their listening skills, but they were able to hear the story pre-read to help facilitate later comprehension. I did need to repeat the assessment for students with IEPs so that I could read to them even slower and spend time repeating sections they needed. I’m not sure that I feel this remains a good assessment of the students’ listening skills in this manner; however, it is dictated by their IEPs so I had to do it.

**12. 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.

DiCamillo, K. (2000). *Because of Winn-Dixie.* New York, NY: Scholastic Inc.

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

**Listening to: Because of Winn-Dixie**

SAMPLE: My name is India Opal Buloni, and last summer my daddy, the preacher, sent me to the store for a box of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, some white rice, and tow tomatoes and I came back with a \_\_\_\_\_\_\_\_\_\_\_\_.

**Fill in the missing information based on what you hear in the story. Listen carefully!**

The girl liked to visit the Herman W. Block Memorial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What state is this place in? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the dog’s name? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The first time Miss \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ saw Opal’s dog in the window, she thought the dog was a \_\_\_\_\_\_\_\_\_\_\_\_.

After Miss Franny sat down to explain herself, the girl said, “That’s okay. I am like my mama in that I like to be told \_\_\_\_\_\_\_\_.”

Then, she asked if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ could come in and listen too.

When she was a little girl, Miss. Franny asked her daddy to give her a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for her birthday.

At a very young age, Miss Franny became a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In her story, Miss Franny says that once a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ came into the library. To get it to leave, she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a book right at the animal and screamed.

To pick on Miss Franny, the men in town used to say “Miss Franny, we saw that bear of yours out in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_today. He was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that book…”

Winn-Dixie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Miss Franny when he sat up and showed her his teeth.

Another girl named \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Wilkinson came into the library, who Opal called “pinch-faced.”

Name: KEY

**Listening to: Because of Winn-Dixie**

SAMPLE: My name is India Opal Buloni, and last summer my daddy, the preacher, sent me to the store for a box of \_macaroni and cheese\_, some white rice, and tow tomatoes and I came back with a \_dog\_\_\_.

**Fill in the missing information based on what you hear in the story. Listen carefully!**

The girl liked to visit the Herman W. Block Memorial \_\_library\_\_. What state is this place in? \_\_Florida\_\_\_\_\_

What is the dog’s name? \_Winn-Dixie\_\_\_\_\_\_\_\_\_.

The first time Miss \_\_Franny Block (or just Franny)\_\_\_ saw Opal’s dog in the window, she thought the dog was a \_bear\_\_\_.

After Miss Franny sat down to explain herself, the girl said, “That’s okay. I am like my mama in that I like to be told \_stories (or any synonym)\_.”

Then, she asked if \_Winn-Dixie (or her dog)\_\_\_ could come in and listen too.

When she was a little girl, Miss. Franny asked her daddy to give her a \_\_library\_\_\_ for her birthday.

At a very young age, Miss Franny became a \_\_librarian\_\_\_.

In her story, Miss Franny says that once a \_\_bear\_\_\_ came into the library. To get it to leave, she \_\_threw\_\_ a book right at the animal and screamed.

To pick on Miss Franny, the men in town used to say “Miss Franny, we saw that bear of yours out in the \_\_woods (or forest)\_today. He was \_\_reading\_\_\_\_ that book…”

Winn-Dixie \_smiled\_\_\_ at Miss Franny when he sat up and showed her his teeth.

Another girl named \_Amanda\_\_\_ Wilkinson came into the library, who Opal called “pinch-faced.”

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

Summarize the story using the graphic organizer.

Opal is going to the store called Winn-Dixie.

Event

Opal brings Winn-Dixie home.

The dog knocks down the manager, so he tells someone to call the pound.

Opal says the dog is hers to save it from the pound. She names him Winn-Dixie.

People are angry because the dog got into the store and made a mess!

Name: KEY

Summarize the story using the graphic organizer.

Opal brings Winn-Dixie home.

Opal says the dog is her and calls him to come (he does).

The dog knocks down the manager, so he tells someone to call the pound.

The manager yells about a dog that knocked down some vegetables.

Opal goes to the Winn-Dixie grocery store.

Event