

### LLED 3425 Lesson Plan 1

BACKGROUND INFORMATION FOR READING LESSON ON Bill of Rights	
Student Name: Margaret Sikes	Lesson Date: February 25, 2013
Group Setting: Small Group	Student Grade Level or Age: 4 <sup>th</sup> grade
Lesson Title: Bill of Rights Read to Self	
<p>Organization of Lesson: In a large group, class will discuss what they already know about the constitution and the Bill of Rights. We will briefly go over key vocabulary terms that are used in the first 10 amendments to the Constitution. Students will break into small groups to do a read to self activity along with discussing the content with a teacher.</p>	
<p>Statement of Purpose: This lesson is going to help with students' ability to read for content. Students need practice not only with their fluency and accuracy, but also for total comprehension of details and concepts of a text.</p>	
<p><b>OBJECTIVES –</b></p> <p>1. ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>2. <b>Standards:</b> SS4H5 The student will analyze the challenges faced by the new nation.</p> <p>Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.</p> <p>3. ELACC4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	
<p><b>MATERIALS –</b></p> <p>1. Social Studies text book: <i>Social Studies: United States History Early Years</i> by Houghton Mifflin</p> <p>2. Read to self instructions</p> <p>3. Pencil</p> <p>4. Social studies notebook</p>	
<p><b>PROCEDURES –</b></p> <p>1. In a large group, introduce the Bill of Rights and why they were important to add to the</p>	

Constitution. Ask the students what they know about liberties and privileges and why they might be important to the colonists. Tell them that they will be reading about the background of the Bill of Rights in their textbook in order to fully understand why they came about.

2. Split students into groups, each with an instructor. These groups should be mixed levels of readers.

3. Have children complete the Read to Self instructions in their social studies notebooks, aiding students' reading and comprehension where needed.

**DIFFERENTIATION:**

ELL/Lower: While students are reading, each instructor can aid the reading of one student by switching off paragraphs with them. Instructor can aid in the decoding of unknown words.

Gifted: These students should be encouraged to be extremely detailed in their responses to read to self questions. All written answers should be in complete sentences. If they finish they can help a friend brainstorm predictions or help them look for answers in the text.

**ASSESSMENT:** At the end of the center time, there is an informal assessment of students' sharing their answers and discussing the reasons behind their predictions, new vocabulary, and questions answered by the text. Instructor should ask each student one thing they learned to see if they understand the full reasons behind the creation of the Bill of Rights.

**Reflection:**

Cameron did very well with this activity even though she usually does not enjoy content reading. I think this was a very successful way to introduce the Bill of Rights to students who have no former knowledge of the Constitution. While reading out of a textbook does not appeal to anyone, I think all of the students liked doing a picture walk and making predictions. Because all the students really know about rights is voting, I could tell they were interested in what other liberties they have as citizens. Even though the activity was planned as an individual assignment, it was cool to see some of the kids discuss their predictions and what they thought about the pictures in the text. Because Cameron usually totally refuses to do content reading, I told her I we could take turns reading the few text pages. Being able to discuss it with me made the biggest difference, and I do not think she would have taken anything from the text if she had

simply read the few pages by herself. At the end of the lesson she had a new understanding of how to use context, pictures, captions, and headings to help her gain knowledge on a subject. Throughout our discussion on the material, I could tell that making predictions as well as pointing out key details afterward helped her to gain a foundational knowledge on the Bill of Rights that will help her throughout the rest of the week. Cameron talked about how she loves to watch courtroom shows, which surprised me for a fourth grader. Since she has seen a trial on TV, she knew that they could not arrest someone without telling the charge. I thought this was a very sophisticated connection as the court system is a confusing concept. My group mostly consisted of above level readers, so I was glad that I could focus my attention mostly on Cameron. However, we had enough time that the group was able to discuss what they thought was most important at the end of the group time.

Cameron did really well working with me during this activity, so I am going to give her more freedom during the next lesson. While I do not want her working completely independently, I will have her complete an assignment with a partner who is a little bit of a stronger reader than she is.

## Read To Self Directions

### 1. Before Reading

#### a. Picture Walk

- i. What do the pictures, captions, and titles tell you about the topic?

#### b. Make a Prediction

- i. What do you think this reading will tell you about? What do you think will happen in the reading?

### 2. During Reading

#### a. Form Questions

- i. What questions do you have?
- ii. What answers have you found to those questions?

#### b. New Words

- i. Are there are new words you do not know?

### 3. After Reading

#### a. List Important Facts

- i. What is the most important information from the reading? What stood out to you the most?

## LLED 3425 Lesson Plan 2

<b>BACKGROUND INFORMATION FOR READING LESSON ON BILL OF RIGHTS</b>	
Student Name: Cameron Branch	Lesson Date: February 28, 2013
Group Setting: Large Group	Student Grade Level or Age: 4 <sup>th</sup> grade
Lesson Title: A Knock on the Door in the Middle of the Night	
Organization of Lesson: Students will be in a large group discussion followed by partner as well as individual work.	
Statement of Purpose: Students need to understand the importance of the Bill of Rights and the significance their liberties have in their own lives.	
<b>OBJECTIVES –</b> 1.SS4H5 The student will analyze the challenges faced by the new nation.  Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.  2. ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  3. CCSS.ELA-Literacy.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.	
<b>MATERIALS –</b> 1. <i>A Knock in the Door in the Middle of the Night</i> chapter from <i>In Defense of Liberty</i> text 2. writing journals 3. dictionaries 4. pencils	
<b>PROCEDURES –</b> 1. Have a full class discussion about what children already know about the Bill of Rights and the Constitution. 2. Give students a copy of <i>A Knock at the Door in the Middle of the Night</i> and pair them into groups of two. Struggling readers should be paired with stronger readers. 3. After students finish the story, they should go back through it and pick out unfamiliar words. As a pair they should look up these words in the dictionary and record the definition in their social studies journal.	

4. Students should discuss with their partners the dangers of losing their liberties. After brainstorming different situations, they should individually write a creative narrative focusing around a possible event if we did not have the Constitution and the Bill of Rights.

**DIFFERENTIATION:**

**Gifted/Above Level:** These students should help their peers to understand the new words and helping them to use them in a sentence. They should be expected to write a full journal page with a story about a violation of their rights.

**Below/ELL:** These students should receive extra help from peers and instructors brainstorming different situations to write about these. These students should be given help with spelling and organization of ideas. When reading the chapter, they should be paired with a strong reader in order to scaffold their reading.

**ASSESSMENT:**

Students will be assessed on their ability to work well with a partner as well as the depth of their conversations. All students will be expected to complete their narrative with their best work in grammar, spelling, and imagination.

**Reflection:**

This lesson was much more successful than I had originally thought. Throughout my Bill of Rights unit, I was unsure how much the students could fully comprehend the significance of their own liberties, but I thought that this chapter could help them visualize the kinds of things that could happen without them. While the book was written for children, there are still words that are above most of their reading levels, such as interrogators and ebb. I was glad that I gave the kids the opportunity to read with a partner because I feel like they rarely get to do this as they are reading silently or in a large group. I believe that they can learn a lot from just listening to one of their peers read and following along. This lesson gave the students a chance to read something content related out loud as well as gave them a chance to use their imaginations to create something of their own. I couldn't believe that one student even came up with a short skit for his individual narrative about a lack of a Bill of Rights. Specifically, I paired Cameron with Kevin as he is a very strong reader. Even though I was walking around and checking in with all of the students, I heard him help her sound out a few words that were unfamiliar to her. I could

tell that the story interested her, and she kept asking me questions about what the police can and cannot do. It seemed to be a shock to many students that the police cannot just do whatever they want, and I think they felt empowered because of this.

I could not believe how creative the students were with their short narratives. Cameron and Kevin wrote a story about someone who was accused of stealing gum from the gas station. Although the person was innocent, they were taken to jail until they the judge watched the video of someone else stealing the gum. They wrote that the police could not keep them in jail without proof that they had stolen the gum, and I could tell they were very proud of their ideas when sharing their story to the class. Cameron worked really well with a partner, and I want to give her an opportunity to be independently successful in her next activity.

## LLED 3425 Lesson Plan #3

<b>BACKGROUND INFORMATION FOR READING LESSON BOOK TALK</b>	
Student Name: Cameron Branch	Lesson Date: March 6, 2013
Group Setting: whole group but individual work	Student Grade Level or Age: 4th
Lesson Title: Chapter book report	
Organization of Lesson: individual silent reading	
Statement of Purpose: Students need to understand a character in depth and be able to compare and contrast their personality and characteristics to themselves.	
<b>OBJECTIVES –</b> 1. <u>CCSS.ELA-Literacy.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 2. <u>CCSS.ELA-Literacy.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
<b>MATERIALS –</b> 1. Poster board 2. Markers 3. art supplies (yarn, googly eyes, glitter, construction paper etc.) 4. Pen 5. individual chosen novel	
<b>PROCEDURES –</b> 1. During reading and extra time throughout the month, students should read any chapter book they have chosen. They can choose anything that interests them such as a Full House or Captain Underpants series. Throughout this process, they should record major events that happen in the novel as well as how the main character feels about them. 2. The teacher should show an example of the project: a character drawn on poster board with a Beginning/Middle/End table as well as a Venn Diagram. 3. When working on their project, they should be thinking if they want to encourage or discourage their classmates to read the book. Students should look at their notes and brainstorm significant events in order to have a brief beginning, middle, and end portion. In the venn diagram, they should illustrate things they either have in common or do not with the main character. 4. Students should decorate their character with correct physical characteristics. 5. Students should share their work and give good details and reasons for their classmates to read	



it or not.

**DIFFERENTIATION:**

ELL/Below: These students should be given extra support when choosing their novel. These books should be shorter with more simple vocabulary while also challenging the student's comprehension skills. Instructors can help them to brainstorm major events in the novel as well as a multitude of personality traits that they might share with the character.

Gifted/Above: These students are expected to have good details throughout their description of the novel and important events that happened. They should analyze their character in terms of these events. Their novel should also be more advanced than those of the struggling readers.

**ASSESSMENT:** Students will be assessed on their completion of the novel, depth of character analysis, and ability to differentiate story events into beginning, middle, and conclusion. Their character should also have correct physical attributes.

**Reflection:**

I created this lesson plan as what an ideal fourth grader would be able to accomplish. While I think that Cameron is capable of completing this project, I know that this assignment is unrealistic for some of her classmates. Most of the students in my class see no value in reading for pleasure, and they rarely have the comprehension skills to complete this kind of project. In my future classroom, I will be giving students opportunities to read a chosen book on their own very often. I believe that a love of reading and a connection to characters will spur them to read the rest of their lives. This would also be a great activity because students can talk to their peers and see what book they might want to read next. I want students to be given a chance to informally talk about books to figure out what kind of themes or plots they enjoy. Identifying the beginning, middle, and end will improve students' understanding of conflict resolution and summarizing skills. For my particular reading student, I know that she would be able to complete this assignment if a teacher kept her from getting distracted. Especially because Cameron enjoyed the *Full House* series book we read together, I feel as though she would be

engaged in this project. She loves to talk about Michelle and Stephanie, and I think she would really enjoy talking about what she has in common with them. This would be the perfect project to complete at the end of fourth grade to display a student's love of a book as well as comprehension skills to the class.

## Self Evaluation

Throughout this entire semester, I have truly enjoyed working with Cameron on her reading skills. I feel as though she has improved greatly, not only in her fluency and accuracy, but also in her confidence as an independent reader. While I was not always sure which activities could help her the most, I know that the general practice of reading out loud did tremendous things for her skills. Very rarely are any students at Fowler Drive given this one on one time, and I know that Cameron benefitted greatly from having an adult listen to her read on a constant basis. I know that online resources such as ticket to read are a positive way to practice comprehension and speed, but I do not think that these types of websites can replace the action of reading a real book.

I really liked getting to pick different assessments for Cameron, and I think that I learned a great deal from this experience. Since this was my first time assessing a student and planning accord to his abilities, I feel as though I did fairly well on the entire assignment. I look forward to planning cohesive units in the future, although I know it will be much more difficult with multiple students. Most importantly, I know that I have helped Cameron to see the value in reading. She truly enjoys talking about characters, making predictions, and discussing plot lines. I hope that in becoming a more proficient reader this semester will lead her to a lifelong love of reading.