

LESSON PLAN (REVISED) 2017

Candidate's name:

Grade/Subject:	3/4	School	David Hoy Elementary
Date	October 18	Allotted Time	30-45 min?
Topic: Text Features			
Cross-Curricular Connections: Social Studies			

PART 1: PLANNING

Big Ideas: *How is this lesson connected to the Big Ideas from the Curriculum? What are students expected to understand?*

- 3) Stories and other texts help us learn about ourselves, our families, and our communities.
- 4) Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

1. Learning Standards:

Curricular Competencies: <i>What are students are expected to do?</i>	Content: <i>What are students expected to know?</i>
Students are expected to identify the titles and headings in a piece of non-fiction text.	Headings and titles can be used to - predict what you might read about (focus). -identify the main ideas in an articles -locate specific information

Learning Target/Intention

What will students learn? Students will be able to + verb ...
Students will be able to recognize titles and headings as tools in reading non-fiction text (recognize their role).

Development: Note: This lesson has been design with the individual needs and characteristics of this class in mind. Students work in a buddy system to eliminate large amounts of reading aloud with the hope of decreasing reading anxiety and fixed mindset freeze ups. Images and boxes were used in this work sheet to help students focus on only one task at a time. Repetition is used to allow for lots of practice for students with learning difficulties. This will reinforce the learning of this strategy (using headings to predict and understand the text.)

Adapted Learning Target/Intention	Adapted Sources of Evidence	Adapted Criteria
I can identify the headings and titles in text. Work together in small group with struggline readers/writers.	I can <i>Tell</i> where the headings are in a text. Model first chunk for students to copy and follow along with thinking.	Scribe for students with difficulty reading and writing. Some students may only be required to complete one “chunk” as decided by TC or CT.

3. Resources, Materials, and Technology Preparation: *What resources, materials and preparation are required?*

Nelson Literacy “British Columbia”
Optional: Photos of 3 simple road signs.
Smartboard or doc cam for group work.

4. Assessment Strategies: *(Opportunities for feedback, self-assessment, peer assessment and teacher assessment). What structures or rubrics will you use to evaluate student learning? Include the assessment tool.*

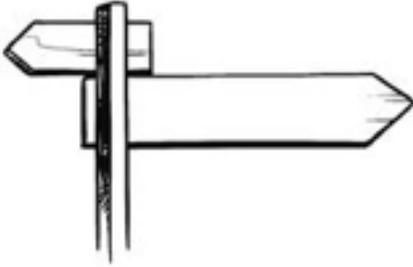
Ask students to explain to a friend how to find the headings, or why they are important. (Worksheet question).
Optional: Use plickers.

PART 2: TEACHING

Titles and Headings: *I can use titles and headings to make predictions.*

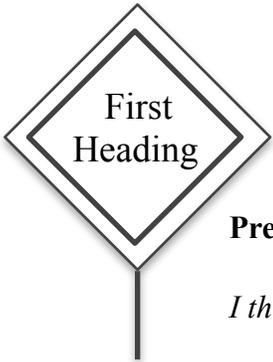
Lesson Development: Include Assessment for Learning Strategies (e.g. engineering effective discussions, providing feedback, self and peer assessment)			
Teacher Activities:	Student Activities:	Ongoing Assessment	Pacing
<p>Before Lesson: Write OLI on board</p> <p><i>Bring out text. Review OLI.</i></p> <p><i>Ask students if they are familiar with street names/ signs. What do street signs do? They help us not get lost. Knowing what the street sign says gives us clues to where we are, what we are learning, and what is coming.</i></p> <p><i>Two things that help us know what is coming - what the text is about are titles and headings.</i></p> <p>During Lesson: Today we are going to use these text features to make predictions about what we will be reading.</p> <p>Ask: What is the Title? Read together. --this is like the street sign. Tells what the topic is.</p> <p>Predictions? FILL OUT WSHEET</p> <p>Ask: What is a heading? --> like a road sign that says "curves ahead, school zone, steep hill" Marks the sections or chapters.</p> <p>Predictions? FILL OUT WORKSHEET.</p> <p>Activity to apply learning Have students read each section to a partner.</p> <p>Have students check if their predictions were accurate. Students write down 2 supporting facts about each section</p> <p>Review/Summary/Closure: Review OLI.</p> <p>CHOOSE ONE ASSESSMENT PIECE Exit ticket: How did reading the title and headings help you predict what the text was about?</p> <p>OR</p> <p>How did you find what the headings were? How would you tell someone how to find / recognize a heading?</p> <p>OR</p> <p>Plicker: Headings and Titles are like road signs because ... They use both capital letters. They help us predict what comes next. They help us weave baskets.</p>	<p>Students think of their street name, or roads they see on the way to school.</p> <p>Students read title.</p> <p>Students make predictions about title and headings.</p> <p>Students fill out predictions line.</p> <p>Students read paragraph to partner.</p> <p>Students assess if their predictions were correct.</p> <p>Students read OLI together.</p> <p>Students complete assessment question.</p>	<p>Watch students for signs of engagement. Body language - keep it moving!</p> <p>TC provides opportunities for engagement and feedback. Who is tracking? Who calls out or raises their hand? Who looks lost, and why?</p> <p>TC roams the room to scribe, offer assistance, answer questions, check in or challenge students in their learning.</p> <p>Peer assessment.</p> <p>Assess student worksheets to gauge level of skills and understanding. Reflect: Are students ready to move on?</p> <p>Formative assessment: Can students identify how to use titles and headings?</p>	<p>2 min</p> <p>2-3 min</p> <p>3-4 minutes</p> <p>10 min</p> <p>Keep going - 15-20 min.</p> <p>@10: 25 ...</p> <p>5 min</p>

NAME: _____



What is the title of this text?

Make a prediction about the main idea: *I think this text is about.....*



Heading: _____

Predict: What do you think this section is about?

I think this section is about _____

Read and Reflect: Was my prediction accurate? Yes Partly Not Really

Challenge: List 2 supporting details to show if your predictions were accurate.

Titles and Headings: *I can use titles and headings to make predictions.*



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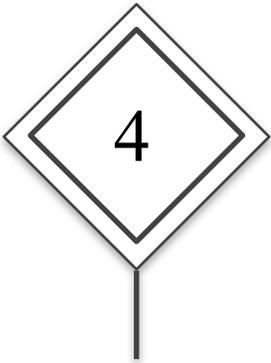
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Yes

Partly

Not Really

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Choose one to answer:

How would you tell a friend how to find a heading?

How would you tell a friend why headings are important?

