

Lesson Plan Template

Date: _____

Grade: 5 th	Subject: Reading/Language Arts
Materials: binders, reading books, pencils, markers, white paper	Technology Needed: projector, power point slides
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard 5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs. 5.RF.4 Read with sufficient accuracy and fluency to support comprehension.14 a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Universal Design for Learning Below Proficiency: Students are able to work at their own pace during the activity. They can reference their books and the internet to help them create their posters. Above Proficiency: Students above proficiency will be challenged to fill out their reading binders in more detail and find more than the required about of idioms for their posters. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Creating a poster and drawing an idiom, use of a visual aid for examples of idioms • Auditory: taking turns reading out loud, listening to my directions/lesson • Kinesthetic: Moving from a large group activity on the floor to a individual activity at their desks • Tactile : Holding their own books, and using a binder to take notes
Objectives At the end of the lesson, the students will have a better understanding of idioms by finding examples in their books and creating a visual to share with the class.	
Bloom’s Taxonomy Cognitive Level: Comprehension	
Classroom Management- (grouping(s), movement/transitions, etc.) -We will begin our lesson in the quiet reading area and read a couple chapters from our book. Then we will go back to our seats and work individually on a project.	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) -The students are expected to be respectful and to pay attention when a classmate is reading. When working at their seats the students are expected to keep the noise level to a minimum and follow directions given to them.
Minutes	Procedures
3	Set-up/Prep before lesson: -Make sure there are enough books for each student -have paper ready for the students to create their posters -open the Power Point
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

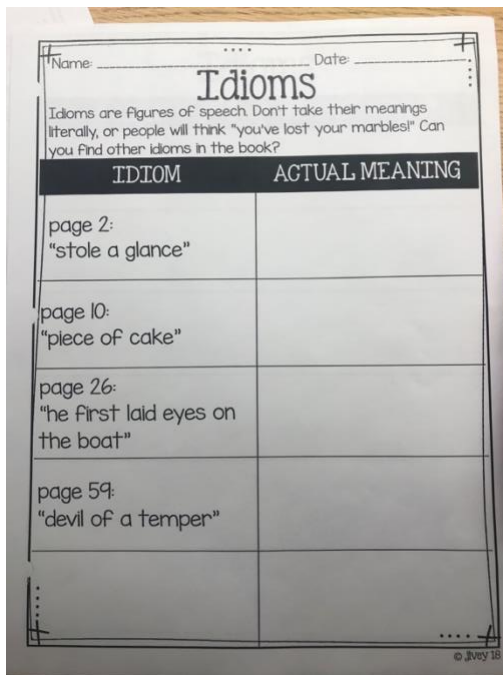
-Get the student's attention right away by saying "It's raining cats and dogs outside!" wait for their responses and ask the students "what is that an example of?"
 -"Today we are going to read the next 2 chapter of "George Washington's Socks" and we will be focusing mostly on idioms today. Can someone raise their hand and remind the group what an idiom is again?"
 -"Great job! An idiom is a figure of speech and their meanings are not literal. For example, when I said it was raining cats and dogs, were cats and dogs actually falling out of the sky? What does that saying really mean?"

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Explain: (teacher-led)

-"So now we are going to read chapters 11 and 12. Grab a book, your binder, and meet me over by the reading area."
 -"Let's review the last chapter that we read. Can I get a volunteer to explain the main events that took place?"
 -"As we read, make sure you remember to think about pages in the binder, look for similes and idioms and remember to pay attention to the character development".
 -Read chapters 11 and 12 together as a large group and have the students take turns reading. Make sure that every student gets the opportunity to read.
 -Stop and discuss when necessary
 -After reading have the students head back to their desks.
 -Pull up the Power Point and pass out paper.
 -"I had you being colors today because we are going to create idiom posters. I will pass out paper and what you will do is describe what an idiom is, give an example of one (from either the book or you can look it up online) and explain what it means. Then I'm going to have you guys draw it out literally. On the back of your poster I want you to find 3 more examples of idioms and write down their real meanings. If you finish early and want a challenge, I want you to look for 5 different idioms instead".
 -Use the slides to show some examples.
 -"Here's an example of an idiom.. what does it really mean when someone says break a leg? Here is it drawn literally and that is what I would like you guys to do on your worksheet"

Worksheet to fill out while reading



Example of a slide



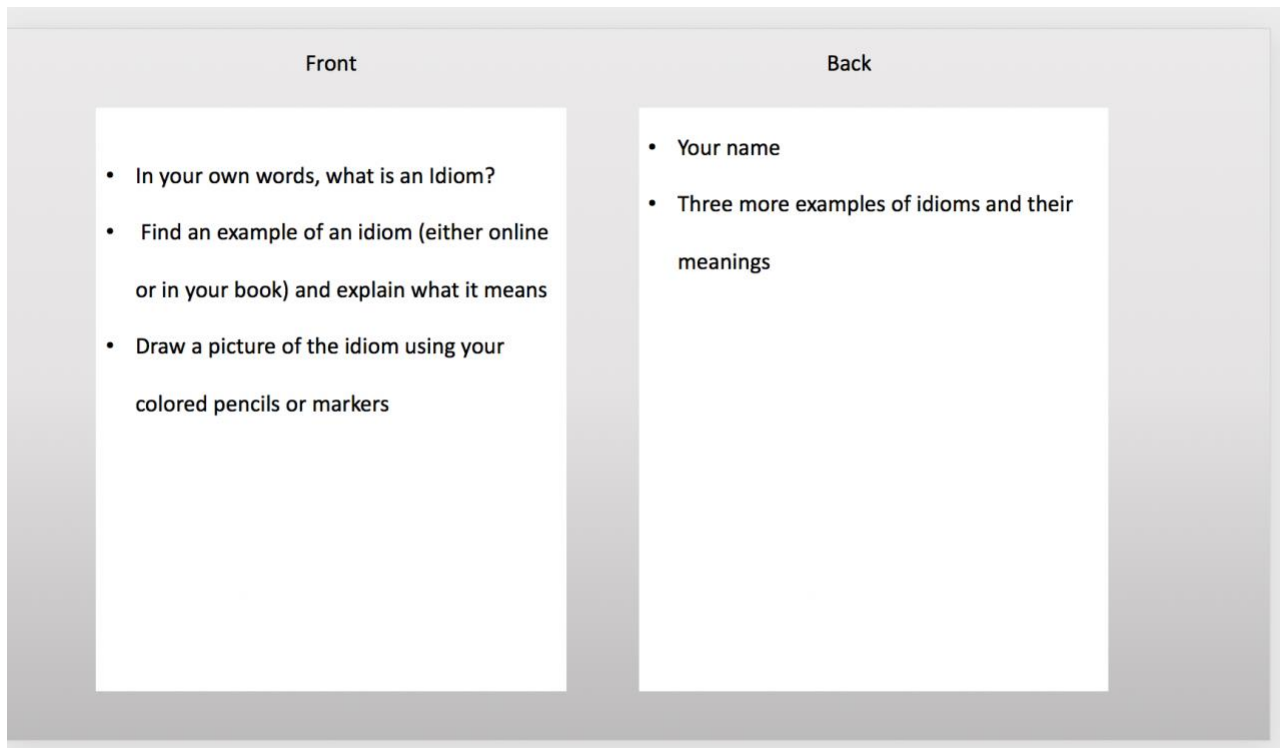
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Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)

- Now the students will work on their posters on their own at their desks
- They will write their idiom, the meaning, and draw a literal picture of it. Then they will find 3 more idioms and write them on the back of the poster along with their name.
- The students won't finish in one day but they will get work time to finish it



I will keep this Power Point slide up so the students easily find the guidelines to the poster while they are working on them

Closure (wrap up and transition to next activity):

- Tell the students that they are running out of time and that they need to start gathering their materials up.
 - Before lining up, ask the students to give a couple examples of the idioms that they wrote on the back of their paper and explain their meanings to the class.
- I will also ask the students why they think authors add idioms in their writing?

Formative Assessment: (linked to objective, during learning)

- Progress monitoring throughout lesson (document of student learning, data collection)

Summative Assessment (linked back to standard, END of learning)

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-During work time I will walk around and monitor the class. I will make sure that the students are on task and will answer any possible questions that the students may have

-I will check for understanding by using the thumbs up or down method and Turn and talks/share outs during the reading

-I will walk around and check their idiom work sheets to make sure they are using idioms correctly and realizing when they see them in their text

-The students will present their posters to the class and turn them in for a grade

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I thought today's lesson went pretty well. We were able to accomplish a lot in the hour that we had. At the beginning of the lesson, we reviewed idioms. I opened by saying "It's raining cats and dogs outside" and the students were immediately engaged. From there, we read the next two chapters in our book together as a class. This went well, but I feel like there were definitely things I wish I would have added or changed. For example, the students took turns reading and I think it would have been beneficial for me to read some parts as well especially during the more important parts of the story. This way the students would be able to hear it better and pay more attention to those parts. After the reading, I had the students create an Idiom poster. The students were to find idioms and create a visual about them. They loved this idea and their posters were so fun and creative. I used technology to show examples and the students were also able to use their Chrome Books for more ideas. Overall, this was a fun activity and I would love to do something like this again in my own classroom one day.

