Sylwia Denko

Lesson Plan Set #1

ELD 308

10-3-13

**Interactive Read Aloud**

**Grade:** 5

**Common Core State Standards**: Reading Standards for Literature grade 5

**Objective**: Students will listen to a story, stopping to make predictions, connections, and wonderings.

**Materials**: *Owl Moon* by Jane Yolen

**Lesson Sequence:**

* **Before reading:** 
  + "Boys and girls, today I am going to read a book called *Owl Moon* by one of my favorite authors, Jane Yolen. This is one of my favorite books because the author does an amazing job creating a picture in our heads just by using words. For now, take a look at the cover and turn and talk to a partner about what you think this book might be about.
  + Get a few responses and ask the students what they observed to make them think that.
  + "Wonderful predictions boys and girls. As I am reading think about the predictions that you had and see if you were thinking the same thing as the author. Remember, predictions are our own thoughts about what we think MIGHT happen, so they are never wrong, they are only confirmed or not confirmed. While I am reading raise your hand if you would like to change your prediction or raise your hard if you and the author were thinking the same thing!"
* **During reading:**
  + While reading allow students to comment on their previous predictions, changing it or talking about how it was confirmed. Make sure the students are with you. Also discuss connections they might have.
  + Read the book stopping at pages:
    - 9- "Now that we have read a little bit of the book, let's make another prediction, a more specific one: do you think that the boy and his dad will find an owl? They do not seem to be having much luck so far. Tell me why you think what you think."
    - 21 and say "Wow so they did find an owl! I really thought that they might not find one, that was my prediction. It turns out my prediction was not confirmed, the author and I were not thinking the same thing. A reason why I thought they might not find one was because the title *Owl Moon* did not make it seem like they found an owl and they just did not seem very lucky in the beginning!"
* **After reading:**
  + Ask for three students to summarize the beginning, middle, and the end of the story.
  + "Turn and talk to a partner about the story, were you able to visualize the story without seeing the pictures? Why and how?"
  + After a few minutes ask for a few pairs to share their answers in a whole group discussion.
  + Can anyone tell me specific examples of the figurative language or descriptive language used in the story that helped you visualize it? Allow for two examples.
  + "Great job readers! Tomorrow we are going to find more examples in this book as a group. Then, we will go through our independent reading books to find more!"

**Assessment:**

* Students will be successful if they could accurately summarize the book, make predictions and talk about them as I was reading, identify the figurative language, and contribute during the post-reading discussion as well as answer the questions during the read-aloud.

**Reading Mini Lesson**

**Grade:** 5th

**Standard:**  CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.

**Objective:** Students will use text to find and label figurative and descriptive language.

**Materials:**

* *Owl Moon* by Jane Yolen
* Projector
* Chart with figurative language
* Post-its

**Procedure:**

1. **Lesson Introduction/objective and purpose-** 
   * "Boys and girls, yesterday we read *Owl Moon* by Jane Yolen. Can anyone tell me what they noticed in her book that was really different and special?" (There was a lot of figurative and descriptive language)
   * “Today readers, we are going to go through the book, *Owl Moon* once again and keep an eye out for the figurative language used in the story. As I am reading I will keep an eye and ear out for figurative and descriptive language. When I spot it, I will put a post-it on it and label it."

**2. Teach and Model -**

* "When readers read, they use the words in the story that they author wrote to make pictures in their minds. Also, it makes the story a lot more interesting!"
* Begin reading
* Because the book is so filled with many adjectives (page 2 sad song), adverbs, pronouns (page 3 Pa), and figurative language (simile page 2 "as giant statues"), read the first four pages and point a few out. After each one say something along the lines of "whoa, what a cool description! Wow, I really feel like I am there! This makes me see the story- I don’t even need the pictures (think out loud)!"

**3. Guided Practice**

* "Boys and girls, why do authors such as Jane Yolen write using figurative language?" (wait for answers, to make writing more interesting and so people can visualize it).
* "Exactly! That is exactly why we should use figurative language in our own writing."
* "Okay boys and girls, now you will help me find the figurative and descriptive language in the book. As I read, raise your hand if you hear figurative and descriptive language. I will put a post it on it and we will figure out what kind it is. (Because there are so many do two examples of each).

**4.  Independent Practice-**

* "Okay great job boys and girls, I think we have a good understanding of figurative language and how it helps a story sound awesome! When I send you back to your seats take your independent book and find at least three examples of figurative and/or descriptive language. Put a post-it on it so we can talk about the sentences later. If you want to challenge yourself, also write what kind of figurative/descriptive language the author used."
* Call the students back to their seats by tables.

**5. Closure -**

* “Readers! As you are starting to finish up please make your way back to the rug. We have about two minutes before we start sharing."
* When everyone has reached the rug, have the students turn and talk to a partner about the different kinds of figurative language they have found.
* Ask for examples of those who found figurative language (2 students), have them share it, as well as which type of figurative language it is.
* Type them up to the projector so the students can see different examples.
* "Wonderful job today readers! We have found so many examples of figurative language used in our independent reading books. We all see how much more exciting writing sounds using descriptive and figurative language. Tomorrow, we will work on adding figurative and descriptive language into our own writing!"

**7. Assessment- How will you know the lesson has been successful? -**

* If the students were able to successfully identify figurative language in their books as well as labeling the figurative language I will know that my lesson was successful.

**8. Differentiation -**

* This lesson will be individualized in three ways.
  + Students will be using their own books that are on their own reading level.
  + Students will be challenged to figure out what kind of figurative language they have found in their books or just find a piece of figurative language.
  + If the students would like to find more than three examples of figurative language in a book they will be encouraged to do.

**Writing Mini Lesson**

**Grade:** 5

**Standard:** CCSS.ELA-Literacy.W.5.3 Write [add to] narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Objective:**Students will add to an existing narrative by using descriptive details and figurative language.

**Materials:**

* *Owl Moon* by Jane Yolen
* Projector
* Pencils
* Writers notesbooks

**Lesson Sequence:**

**1. Lesson Introduction/Objective and purpose -**

* “Boys and girls, remember when we read the *Owl Moon* by Jane Yolen? Then remember how we talked about different ways to make our sentences more descriptive? Great! Can someone give me examples of how we can do that?”
* Type these on the projector.
* "Well, today we are going to add to our own stories using a lot of details and figurative language to make our stories very exciting! Our goal is to have readers not even need to see pictures in order to imagine the story."

**2.Teach and Model -**

* "Writers, any sentence can be expanded to make it more descriptive and interesting for readers?"
* "I am going to show you what a difference adding adjectives, proper nouns, strong verbs, adverbs, and figurative language makes."
* "Let's take a look at this sentence: The bunny ran."
* "Only three words! How boring! Let me see what I can do…:
  + How does this sound: "The white bunny named Snowflake flew across the white snow in Central Park to try and quickly find his warm burrow. There, much better! 20 words and I have added two pronouns (label them as well as the rest) adjectives, a metaphor, and an adverb. I expanded the sentence and I used comparisons from things we don't know to things we do. We do not know exactly how Snowflake ran, WHERE he was running to, or WHY he was running in the first sentence. Now, by expanding the sentence and adding all of those elements we have a better idea."

**3. Guided Practice –**

* "Now boys and girls, why don’t you all give this a try? I will put up a sentence on the projector and I want you now to expand it. Make it so we can create a full and detailed picture in our minds about what is happening in the sentence. Try to add as many of the elements as I did into you sentence."
* Put this sentence on the projector: The boy sat.
* Have the students write down their sentence. After a few minutes have them turn and talk to a partner about their sentence.
* Now have three students share their sentences in a whole group discussion.
* “Wow! These are some great sentences!"

**4.  Independent Practice  -**

* "Now boys and girls look through your personal narratives that you wrote last week and you are going to pick two or three sentences that could be expanded the same way that we just did. Remember, does EVERY sentence need to have 20 words and every element we used in it? NO! It can get confusing when every sentence is so long…I know I would get lost sometimes! Even Jane Yolen does not do this. On page 6 one of her sentences is: "But I never called out." Very short. This is okay because many other sentences in the book she does have them expanded and does use a lot of figurative language and other elements. So writers, when I call you to go back to your seats I want you to find your personal narratives and pick two or three sentences you want to work on expanding and adding figurative and descriptive language, just like we did here. Remember, today and every day I want you to use a lot of figurative language, adjectives, strong verbs, adverbs in your writing to make it more descriptive!"

**5. Closure -**

* Right before time is up say: “Writers, writing workshop is coming to an end for the day. Take a minute and finish your thought and you will be able to pick up from there tomorrow."
* "As I was walking around I saw my wonderful writers developing awesome sentences!"
* "While everyone is finishing up please turn and talk to a partner and share one sentence that you were able to expand in your narrative."
* "I heard some great examples being shared, can two students share their sentence with the class?"
* "Thank you writers, great job today!"

**7. How will you know the lesson has been successful? -**

* I will be able to determine if the lesson was successful through the student's discussion as well as their sentences that were written where figurative language was added in to an existing narrative piece.

**8. Differentiation -**

* I said that the students should change at least two sentences but they will be encouraged to do more.