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| **Teacher Candidate:****Grade Level:****Date:****Unit/Subject:****Instructional Plan Title** | Jane Doe 4th grade 3/20/2017 Language Arts Oral Language Development Lesson Plan |
| **I. Planning** |
| **Lesson summary and focus**: | Students will be able to orally describe and identify components of a short story and retell a story using specific details from the story in sequential order.  |
| **Classroom and student factors**: | *This lesson is specifically designed to benefit English Language Learners. This lesson will be utilized for those students who are in an inclusion classroom and are below grade level in oral language development and are ELL.* |
| **National / State Learning Standards:** | ***CCSS.ELA.Literacy.SL.4.1****Engage effectively in a range of collaborative discussion (one-on-one, groups, and teacher led) with diverse partners on grade 4 topics and text building and on other’s ideas and expressing their own clearly.****CCSS.ELA.Literacy.SL.4.4****Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant descriptive details to support main ideas, or themes; speak clearly at an understandable pace.* |
| **Specific learning target(s) / objectives:***Students can ask and answer questions to help understand discussion, stay on topic, and contribute to others ideas and remarks.**Students can report on a topic or tell a story with correct and appropriate facts and details to support ideas.* | **Teaching notes:***Ideally this lesson will be taught after the student has learned the 5 elements of reading or writing a short story. Students should understand that 5 elements are Plot, Character, Conflict, Theme, and Setting, these elements are components to all short stories.* |
| **Agenda:** *(1) Students and teacher will complete a picture walk through using the first chapter of the book My Father’s Dragon, then students will identify new vocabulary words and meaning; (2) Listen and Comprehend utilizing read aloud strategies. (3) Students will use retelling cards to summarize various components of the story.* | **Formative assessment:***Oral questioning**Cubing**One question one comment**Student conference* |
| **Academic Language:** | ***Key vocabulary:*** *Saucer**Knapsack**Compass**Grain**Merchant**Tortoise**Furnace**Alley Cat**Students will review these words with the students prior to the lesson. Teacher will associate each vocabulary word with a corresponding picture.* | ***Function:*** *Students will utilize these words when retelling the story My Fathers Dragon. They will show their understanding of words by correctly orally providing an appropriate sentence for words. Students will also be able to match picture and word.* | ***Form:*** *Teacher will provide for opportunities through cooperative groups, partner work, technological skills and project based learning for students to receive multiple opportunities to utilize words.* |
| **Instructional Materials, Equipment and Technology:**  | *Smart board, recorder, microphone, textbook, retelling task card, graphic organizer, ball, My Father’s Dragon* |
| **Grouping:**  | Cooperative learning will address the students need to work together on a common task. Students will be divided in small groups with mixed abilities so students can benefit from one another. |

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| **II. Instruction** |
| **A. Opening** |
| **Prior knowledge connection:** | *Students will utilize their prior understanding by using the 5 elements of a short story to retell a story in sequential order.*  |
| **Anticipatory set:** | *Teacher will explain to students that they will be completing a picture walk through of the book My Father’s Dragon. Teacher will ask the students to make some predictions regarding what they feel the book is about supporting their answer with only facts from the pictures. Teacher will utilize smart board to display cover of book with words of story blacked out. Teacher will ask students to describe what is taking place: pg9 Students will be asked to describe the look on the cat’s face and why the cat may be looking that way. P 10. Why is the lady pointing her finger? Is this a good or bad thing? Pg. 12 Where do you think they are going? How do you know this? P14. What destination do you think this is? What information does this map provide?**This story walk will build students understanding of story.* |
| **B. Learning and Teaching Activities (Teaching and Guided Practice):** |
| **I Do** | **Students Do** | **Differentiation** |
| ***1.Direct Instruction****Review Vocabulary*Teacher will have a list of all vocabulary words*.* Ok class, before we begin reading we will review the vocabulary associated with the reading lesson. (Teacher will review each word and definition with class.) I will say the word and I would like for you to repeat it. Then we will complete an activity to identify the vocabulary words. (teacher pulls out bag) Inside this back is a corresponding item to each vocabulary word. I would like for someone to come up and pull an item out of the bag and place the item next to the word.*Teacher Read-aloud*Teacher will **demonstrate/model** appropriate reading fluency by reading chapter one to students and utilizing a graphic organizer to point out character, conflict, theme, setting, and plot of the story. Ok class If you will open your book to the first page and follow along with me as I read the first chapter of My Father’s Dragon.Can someone identify the characters from chapter 1?(teacher waits for answer) I would like for someone to tell me where the story takes place? (wait for answer) What is the problem in the story? (wait for answer) What is the main idea of chapter 1?Now that we have filled out our graphic organizers with details lets place this information in sequential order indicating what happened in the beginning, middle, and end of chapter. (Students will come to the board and place the pictures in order from start to finish)***2.Guided Practice****Tape-assisted reading*Students we will now begin to practice reading orally with fluency. I would like for you to listen to the tape, first then practice reading along with the tape until you are able to read the paragraph fluently. (Let’s try it together) Please listen carefully and follow along in your book as I play the recording of paragraph 1. Now that we have followed along I would like for us to read paragraph 1 together. (Slight pause) Ok, at this point I would like for Mr. Morris to assist me by recording me as I **model** the appropriate way to read passage one. Do I have any volunteers that would like to demonstrate what we are going to do within our groups? (choose volunteer) We will now listen to passage number 2 (when it ends) Lets all read together with fluency. (Great job) You will have 2 opportunities to record and your best reading will be saved.*Co teacher will work with students independently while recording each students passage. The co teacher will make note of the student’s accuracy pronunciation of words, as well any other noted concerns.* ***Independent*** *Retelling cards*Teacher will now go around and give everyone a retelling card. Teacher: Now that we have read the story as a group and individually you will each be given 2 task cards. Please read the question that is asked on the task card aloud answer the question thoroughly following all grammatical rules. *Teacher and Co-teacher will assist students who need cue words to organize thoughts* | 1.Student will say the word and definition after the teacher has said it. Students will participate by matching the corresponding item to the word.Students will answer discussion question and listen attentively. Students will follow along with the reading of the story. Students will raise hand to acknowledge and answer questions to identify the character, conflict, setting, and theme of the story. Students will each volunteer to place the story in order using the picture cards.2. Students will follow along as the teacher demonstrate the next activity. The student will listen attentively to direction and story. Student will read the passage along with the class and teacher. Student will read passage and record themselves. 3. Student will receive a task card, read, and answer question based on what is located on the card.  | 1.Arturo, Diana, Wayne and Fredrick will work with teacher assistant to receive extra support. Co-teacher will utilize team teaching offering direct support to those who have been identified. Advanced students will use information to write a summary utilizing the 5 elements that they will read aloud to the class. 2*. Arturo and Diana, Frederick, and Wayne will listen to one sentence, teacher will model, and then student will record. For students who are more advanced they will record and pair with a weaker student to provide peer support.**3.Fredrick and Wayne will receive a sentence frame to assist them in organizing their thoughts. Advance students will be utilizing re-telling cards students will act out scene in sequential order.* |

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| **III. ASSESSMENT** |
| **Summative Assessment:** | *Student recorded fluency will be assessed for accuracy and pronunciation using a rubric.**ACCESS* | **Differentiation:***Alternative assessment* *And modified rubric.*  |
| **Closure:**   | *Whip Around:**Teacher will toss a ball and retell the story “My father’s Dragon” each student will retell a part of the story in order. This will help the student to remember the sequential order of retelling a story and summarizing.*  |
| **Homework:**  | *Students will take home reading fluency sheet and must practice reading the passage for 1 minute indicating the location that they stopped at when completed.* |

 Children who benefit from oral language development are “Children in homes where English is not spoken often and lack exposure to critical oral language skills such as English vocabulary, grammar, pragmatics, and discourse” (Beck, McKeown, 2007;pg.252). The students who will most benefit from language development would be Arturo, Diana, Fredrick and Wayne. They are currently all performing below grade level in oral language development. In addition to that concern they have specific social pragmatic communication skill deficiencies. Arturo and Diana are both English Language Learners. Fredrick needs help understanding verbal signals. Whereas, Wayne needs assistance in rephrasing when he is not understood.

 The main objective of an oral language development is to enable the student “to interact successfully as both a listener and a speaker in an expanding range of contexts” (Beck, McKeown, 2007). The lesson is designed to address phonological skills, semantics, and syntax. The overall aim is to enable the child to “interact using language informally and formally” (Beck, McKeown, 2007;pg.254). It allows students to have effective conversation use and understand narrative, retell events, and argue facts. Finally, it allows for successful dialogue and improves communication skills. The development of the lesson “brings all components of language together with particular emphasis on the use of language, language functions, and language style” (Beck, McKeown, 2007;pg.257). The closing of the lesson provides students with the opportunity to review and recap the main aspects of the objective. There are not currently any assessment accommodations that can be utilized for ELL learners however, ELL students are adequately assessed when a variety of strategies are done within the curriculum to determine the student’s growth.

Beck, I.L. & McKeown, M.G. (2007). Increasing young low-income children’s oral vocabulary repertoires through rich and focused instruction. The Elementary School Journal (107) pg. 251-257.