

Eve Ribeiro

EDU 528

Barbara Lutz

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Final Project/Lesson Plan

Objective: Students will predict, ask questions and seek clarification in order to have a discussion on the plot and characters.

Class 1

Warm up (15 min): The teacher starts the class by explaining that students will predict. She makes sure everybody has an understanding of the word and tells the students to think about how it can help them when they start the new passage The Necklace. In groups of four, students classify the following words into 5 categories: Character, Place, Problem, Action and Other words. "Probable Passage" worksheet is handed out, teacher models and calls on a student to make sure instruction is clear. Students are to look up words they do not know. Teacher writes the words under the categories specified by the students.

Breton	Madame Mathilde Loisel	clerk	necklace	paste
misplaced	four hundred francs	Madame Forestier	Seine	
Rue de Martyrs	aghast	Palais Royal	borrowed	Paris
labored	misery	Monsieur Loisel	luxuries	reception

Guided Practice (5 min): Students write the gist of the story they are about to read using as many words as possible from the previous activity followed by a possible title to the story. Teacher models it by eliciting a possible gist.

Independent practice (20 min): Students write their prediction and then creates a title.

Teacher types up the students' versions through a word processor.

Closure (5 min): Teacher wraps up the class with the question: When you predict, you imagine something that happened or that will happen? Now that you have predicted, how do you think it will help you in your reading?

Homework: Picture Book (evaluation)

On the left hand side of the notebook, there will be illustrations (collage, drawing, paper cut etc) and on the right-hand side a reflection about today's class.

Class 2

Warm up (5 min)

Teacher asks students: "Once I heard that good readers ask questions while they are reading. Can you turn to your partner and brainstorm why they do that". When students are ready, teacher writes the reasons down on the board.

Guided Practice (10 min): Teacher presents the Q&A form and models how it should be used through elicited questions.

Independent practice- evaluation (35 min): While reading to class, teacher pauses and allows students to write their questions.

Closure (5 min): Exit ticket - teacher asks students to jot down why good readers ask questions during reading.

Homework – Students will ask a question and write it in their journals. It can be a question about a soap opera or a show they watch in the evening a scientific question or a personal question.

Class 3

Warm up (10 min): What do you do when you are reading and do not understand a sentence? You:

- a- start all over
- b- keep reading until you find an answer to your question
- c- read the paragraph again
- d- ask yourself if the sentence is important
- e- Other: _____

Teacher discusses the answers with students and highlights that good readers know when to keep on reading and when to go back and seek clarification. In this class, students will practice the latter.

Guided Practice (5 min): teacher sets some ground rules for a respectful discussion and also some phrases students can use to keep the discussion alive (see Appendix I).

Students repeat after the teacher and elicits some possible questions and responses.

Independent practice (35 min): Students sit in a large circle. Teacher sits outside to just facilitate take notes and ask new questions. Students must have their books to back up their answer and Q&A worksheet. Each student receives 3 cards. Every time they participate, they put the card down. This is done to make sure the less confident students also contribute.

Closure (8 min): teacher makes final comments about the discussion and asks students to write a self-evaluation on how helpful the discussion was in helping them clarify their questions and form an opinion about the reading.

Homework: Silent reading for 20 minutes. As they read, they need to write a question and the description of the search for the answer in their journal.

Appendix I

Questions

What is your opinion about.....?

Do you agree with.....?

What would you say if.....?

Have you considered the fact that.....?

Responses

I disagree with..../agree with ...

I would like ...(name).....to elaborate on.....

I would like to hear what(name)....has to say about.....

