

LESSON PLAN

Grade level:	4/5
Subject:	English Language Arts

Your name:	Denis Walsh
Title of Lesson:	Introduction to Reading Stations

Theme:	Novels
Lesson duration:	45-60 minutes

Big Ideas:

Texts can be understood from different perspectives.

- We will learn about the book together, but we'll be doing different things at the same time
- Through these stations we will discover what the story means to us

First Peoples Principles of Learning

Learning requires exploration of one's identity

- In these stations Ss put themselves in the minds of the characters, explore their own feelings to form opinions on the story, and use imagination to predict or alter the story

Objectives [teacher's rationale for this lesson – key questions]

(rationale is a paragraph that states why the students need to do this lesson)

(learning objective)

Through a multi-station reading program, the variety of possible instruction is increased, allowing for a broader covering of student strengths and support towards limitations.

(essential questions)

What are reading stations?

What are the expectations for reading stations?

How do we do them? What will I be able to talk about or show for my work in them?

What is happening in TPT so far? Who (for Milo, his inner feelings), what, when, where, why, how?

What could possibly happen next?

What words do I not know and how can I learn them?

Curricular Competencies: What students will *DO*

Students will be able to use comprehension and connection strategies through listening, reading and writing in order to...

- Learn the instructions and form strategies through inquiry to maximize success chances in reading stations
- Demo and explain what happens and what is expected at each reading station
- Learn the definitions and contexts of new words without teacher assistance
- Imagine themselves in the story, make predictions about what might happen in the story, form opinions and review the story
- Have fun playing with language

Content: What students will *KNOW*

Students are expected to know the following:

Setting, characters, plot, imagery, conflict, other expositional elements, vocabulary and parts of speech.

Language to help describe: tone, genre, humor, wordplay

Materials & Technologies

Students will use the following materials, tools, equipment

TPT (planned page numbers), printed excerpt, pencil, paper, whiteboards, markers, worksheets/craft supplies, standard dictionaries and thesauruses, projector, internet browser/search engine, highlighters,

Pre-Class Preparation

The teacher will need to make the following preparations prior to the class(es)

Station Preparation:

- Provide signs, written instructions, and all required supplies for each station prior to starting the lessons

All the worksheets and craft supplies

- Wordsearch, crossword, jumble/anagrams, find words within larger word/phrase, prediction/prompting dice/spinner/origami fortune teller/board game examples,

<ul style="list-style-type: none"> - Rubrics for expectations and assessment for reading station participation and output (writing/drawing/craft, etc.)

Resources & References

The Phantom Tollbooth, by Jules Feiffer
 (resources tbd as online and physical services are obtained and used)
 (I can find resources to back up and supplement the original ideas, I based some of these on Fountas and Pinell’s guided reading models)

Lesson (Teacher Action/Student Action)

Resources	Time	Teacher	Student
The Phantom Tollbooth	10mins	Read aloud the first section of the Phantom Tollbooth (decide how many pages). Circulate as reading	<ul style="list-style-type: none"> - Guiding questions/answers/predictions/reactions
Alarm sounds (1 minute warning, and time to move stations)	10min	Move to the “Read on” station <ul style="list-style-type: none"> - Explain that each station day, one group at a time will read from the copy of the novel for a predetermined number of pages (example, 3 pages per student) 	Ask inquiry questions, together outlining expectations <ul style="list-style-type: none"> - Illicit book holders only talking policy (like talking stick) and agree to it - If Ss finish in a future lesson before time’s up, what can we do? (book club circle)

		<ul style="list-style-type: none"> - Make it clear that Ss are allowed to OFFER their pages, if they want to read less, to another student but must still read at least 1 page. Ss may not attempt to persuade others to not read - Model this station, if Ss are going to read, plan a method for fairly choosing which ones 	<ul style="list-style-type: none"> -
<p>Ss need notebooks (either Mr. Walsh duotangs or books specifically for this unit)</p> <p>Extension prompts (ex. What do you think will happen next? I think...)</p>	10	<p>Move to the “Lands Beyond” station</p> <ul style="list-style-type: none"> - Explain that Ss will be making something at this station to add to their overall novel study package each time they are at this station - It’s meant for exploring past what’s just written on the page and make it into something new - For tutorial, write prompts onto individual sheets of paper and mix them up, use kids “tag, you’re it” chant to choose one sheet, revealing its prompt 	<ul style="list-style-type: none"> - As a class, demo responses to the prompt - Model it one more time, emphasizing that one prompt is meant for one person, and everyone must do one before the station ends - Encourage back and forth conversation in this station while remaining respectful, avoid interrupting and allow people to think and finish their ideas - Ss can add to (yes, and) another Ss response as a way of helping them, and offer respectful advice if they notice something (like if it’s inappropriate or ‘too silly’)
<p>Printed excerpt of what was read by the teacher</p>	10	<p>Move to “Dictionopolis” section</p> <ul style="list-style-type: none"> - This station is less abstract, using a printed excerpt of what the TEACHER read to the class, Ss go through a new vocab learning process explained and demo’d in this lesson - This is most likely the station that will require the greatest teacher presence and intervention during non-tutorial station time 	<ul style="list-style-type: none"> - As a group huddled around one printed page, or as individuals with one printed page each: highlight a word you don’t know. Write the word on the wordlist (come up with fun name for the wordlist) Once a word is highlighted and written on the list, AS A GROUP, attempt to define it (perhaps someone in the group knows what it means)

		<ul style="list-style-type: none"> - Set criteria for the number of words to collect, there will be special 'vocab days' where the list will be looked at as a class and we'll go over all vocab words - Set vocab sentences for homework, set reasonable number of word requirements - Consider sentence structure and grammar enabling restrictions for higher level writing Ss 	<ul style="list-style-type: none"> - Go through the new word learning process <ul style="list-style-type: none"> - Eventually leads to researching in a dictionary or thesaurus but does not start there
Wordsearch?	5	<p>Move to the "Playstation"</p> <ul style="list-style-type: none"> - Show off some of the playstation material very briefly - This station is meant as a sort of brain break during these rather focused novel study lessons 	<ul style="list-style-type: none"> - Everyone go back to their desks and do their first wordsearch for the novel study (time permitted/in free time)

Assessment/evaluation

Adaptations/Modifications/Differentiation/Language Competencies

- **Formative/ summative (if relevant)**
- We will prepare expectations for future reading station lessons that will affect student grades in all novel study matters
 - Expectations include productivity and reasonable time management from students, as well as adhering to personal and social responsibilities, on top of that, expectations include:
 - Remaining at your station until hearing a tone (from teacher's alarm clock)
 - Do not interrupt each other, much of these scholarly activities take deep thought, let someone finish their idea before giving your's
 - Praise and encourage, these are stations for exploration, they aren't meant to have "right or wrong" answers
 - Ss fill out reading station rubrics in future station lessons (student voice) then hand them in for the teacher to grade

- If the read on station didn't reach the predetermined point, I can make a sign up sheet for them to sign the book out to me, carefully observing that they don't read past the predetermined point
- Vocab, prompt responses/critiques/reviews, or any other text based input/output can be adjusted based on literacy levels (mangos/strawberries/peaches? Can be expected to write differing amounts of variety and quantity)

Extensions/Possible Cross-curricular Connections

- Plan for prompting and play stations to allow for cross-curricular and multimodal elements...
- Technology, visual art, music, acting, crafting, data collection/stats (math), fictional to real-world science comparisons

