LESSON PLAN

<table>
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<tr>
<th>Name: Casey Corcoran</th>
<th>Date: November 12, 2002</th>
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<tr>
<td>Content Area(s): English Language Arts</td>
<td>Unit Topic: Reading – “Watching Josh”</td>
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<td>Today’s Lesson: Summary Cubes</td>
<td>Grade Level: 5th</td>
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<td>Duration: 45 minutes</td>
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LESSON RATIONALE
New York State English Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key Idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key Idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 4: Students will read, write, listen, and speak for social interaction.

Key Idea 1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Instructional Objectives:
Students will:
1. Explain all major events in chapter 8 with at least 90% accuracy. [Comprehension]
2. Compose a summary cube with at least 90% accuracy. [Synthesis]
3. Compare their summary cubes with at least 3 other cubes. [Evaluate]

Adaptations:
- Most of the work will be individual work, but teacher will assist those that need extra help.

Materials:
- 6 student books – “ Watching Josh”
- 6 copies of story cube
- Example story cube and book
- 6 scissors
- 6 glue sticks
LESSON OPENING

Anticipatory Set:

“Last Friday you read chapter 8 in your book, and it has been a long weekend, so I am sure most of you forgot what this chapter was about. Can anyone remember anything that happened in this chapter? (listen for responses) Ok, well right now let’s open our books to chapter 8 and go through it so that we can refresh our memories of what happened.”

LESSON BODY

Activities:

1) Teacher will lead discussion, using chapter 8. Details such as who, what, where, when, how, and why will be orally discussed. [Checking for understanding and guided practice]

2) Teacher will explain that the students will be creating a summary cube.
   - Explain what a summary cube is.
   - Explain what is included in a summary cube.
   - Explain how a summary cube is constructed.
   - Demonstrate a summary cube using a teacher created cube and storybook. [Modeling]
   - Ask for any questions. [Checking for understanding]

3) Students will create a summary cube. [Independent Practice]

4) Students will share the ideas on their story cube and further summarize the chapter in the correct sequence of events. [Checking for understanding and guided practice]

5) Students will predict what they think is going to happen in the next chapter using the title of chapter 9.

6) Students will begin to read chapter 9 as a whole group if sufficient time remains.

Closure:

“Now that we began to read chapter 9 in the text, what do you all think is going to happen next? (listen for responses) Why do you think this is going to happen next? Do you think Tommy Gordon is on the island now, and what do you think he is going to do if he is?”

LESSON FOLLOW-UP

Independent Practice: Finish reading chapter 9 (if not completed) and write a paragraph explaining your prediction on what is going to happen in the next chapter based on the title or just your beliefs.
Evaluation:
  What did you want the student to learn?
  • To be able to understand, retain, and sequence events in a chapter that they had read.

  How will you know that they learned it?
  • I will listen to their verbal responses
  • I will observe their story cubes and written work.

LESSON RESOURCES

References for teacher use:
  • NYS English Language Arts Standards