

Grade: 4th		Subject: Reading	
Materials: Book, paper and pencil		Technology Needed: none	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Differentiation Below Proficiency: students will make one connection to text Above Proficiency: students will make 2 or more connections to text Approaching/Emerging Proficiency: Students will make 2 connections to text Modalities/Learning Preferences: Auditory, Visual	
Objective(s) TSW relate parts of the story to their real-life. Bloom’s Taxonomy Cognitive Level: Comprehension: Relate			
Classroom Management- (grouping(s), movement/transitions, etc.) Meet at the carpet, voices 0, chimes symbolize stop and listen		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Turn and talk rules sheet	
Minutes	Procedures		
1	Set-up/Prep: have book and rules displayed		
3 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Do your ever read something and think, oh my gosh that is just like the time I did.... Or that adventure reminded me of the time I went hiking. When something you reads sparks a memory, that is when you are making text to self-connections. Meaning that you are relating what you’re reading to real life which will help you remember what happened in the book. While I’m reading, think “How can I relate this to myself?” “Does this make me think of a memory?” Voices off please so we can really think about making connections.		

12-15 min	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Begin reading <i>The Relatives Came!</i> Stop at prompting questions for text-to-self connections. Allow for turn and talks so each student can share their connections and then do a whole group share out to let a couple kids share.</p> <p>Relatives: are family members</p>
10 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>After the reading, TSW write on paper a connection they had while I read the story</p> <p>Did any parts of the story trigger my memory?</p> <p>How can I relate this to myself?</p>
2 min	<p>Review (wrap up and transition to next activity):</p> <p>Hand in your connections and we will get ready for counseling.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>group discussion of connections, listen to pairs in turn and talk. Thumbs up/down after reading; did this make sense?</p> <p>Consideration for Back-up Plan: Solely model text to self and have discussion without an exit slip</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Mrs. Dietrich and I will determine a grading scale</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I believe that this lesson went very well. The students were silently engaged while I was reading the story and were eager to participate when I asked for a turn & talk to take place or for students to share out. The students learned how to make connections between themselves and books, in particular themselves to <i>The Relatives Came!</i> I know this because I floated around to each group while they were doing a turn & talk with a partner which allowed me to listen to their connections. I was also able to see if they could make connections when they would share out in the group, as well as when I did an ending thumbs up/down assessment to see if they understood the lesson. To further prove their learning, I had the students write a connection between themselves and the book and hand it in to me. I believe my lesson went extremely well; Mrs. Dietrich said she wouldn't have done anything differently. I would consider adding the opportunity for students to converse about a connection they can make from a text they are reading during silent reading to themselves to further understanding.</p>	