

SOLAR LESSON PLAN FORMAT

Age Level: 3rd Grade

Subject(s) Area: Reading Literature

Materials Needed: Reading books, writing books, white boards

Standards:

Grade Level Standard:

3.RF.3 Know and apply grade level phonics and word analysis skills in decoding words.

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Modified Standard:

2.RF.3. Know and apply grade level phonics.

2.RF.4. Read with sufficient accuracy and fluency to support comprehension.

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

Students will be able to demonstrate an understanding of the –ir and –or word sounds as well as demonstrate an understanding of a leveled book.

Learning Activities:

Opening Element:

1. "Ok girls, today we are going to read the classic tale of the Ugly Duckling. What do you already know about this story?" (Girls will answer what the story is about)
2. Teacher will go through a picture walk. "Turn to page 2. What do you notice on this page?" (let girls answer). Teacher will read the sentence, "Finally, it cracked opened", "I want you each to clap out 'finally'" (girls will clap out the syllables. "Now can you find the word 'finally' on the page?" (Wait for both girls to point to the correct word.
3. "Turn to pages 6 and 7. Only the duckling's mother loves him"
4. "Turn to page 9. What did the duckling do?" (wait for girls to answer) "Yes, he did move away."
5. "Look at page 11. Two swans flew over, and the duckling thought, 'what a beautiful bird!'. Clap out the word beautiful" (girls will clap). "Now find the word beautiful on the page." (wait for both girls to point at the correct word"

6. "Okay, let's go back to the beginning and find out what happens to the Ugly Duckling" (Girls will take turns reading the story.)

Instructional Methods:

1. Teacher will discuss what they read with the students. Teacher will ask how they thought the duckling felt, why he might have moved away, and something they learned from the book.

2. "Girls, today we are going to talk about the pattern of -ir and -or." (Teacher will draw two columns on white board and put -ir and -or at the top of each). "-ir is a pattern you will see a bunch of different words." (teacher will write girl under -ir and have the students read the word. Teacher will continue this with the list of words provided.

3. Teacher will repeat the same process for -or words

Wrap-Up:

1. "Today we read a story about the duckling who didn't look like any of his brothers or sisters. They called him Ugly Duckling, and none of the animals wanted to play with him. He was very sad. But then, something happened and the Ugly Duckling wasn't sad anymore. Why was the little duck sad in the beginning?"

2. "Let's start our first sentence in our work books with, 'The big, grey duckling was sad because he did not look like the little yellow ducklings'." "But who still loved him anyways?" (Girls will answer)

3. "let's write out second sentence, 'But Mother Duck loved him anyways'."

4. "What did he turn into at the end of the story?" (Girls will answer) "Let's write our last sentence as 'The Big, beautiful sawn was happy because Mother Duck still loved him.' How do we break apart beautiful?" (Teacher will help students break apart the word -bea, -u, -ti, -ful.)

5. "Great job today girls, we have a few minutes to draw a picture to go along with our sentences."

Assessment:

1. Students will be assessed on their reading level at the end of the month in order to see if they are able to go up a level in their reading.

Reflection: