Lesson Title: - Extra- Extra Read All About It

Content Area and Grade Level: Reading- Grade 4

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Brief Description of the Lesson/Unit:
Students will choose a book to read according to their level. They will be required to write a short paragraph answering the following questions: What makes your book worth reading? Why would other fourth graders want to read this book? How did the issues these characters experience affect their lives? They will then be required to choose one activity to do after completing their book. They activities they can choose from are as follows: comparison poems, reunion, character profile, model, multimedia, now your cooking, live from the scene, trading spaces, the sequel. They will be given a description of each of these activities and criteria cards so they know what is expected out of them.

South Dakota Content Standards:

- Standard numbers and exact wording
  4R1.2 Students are able to apply strategies to construct meaning from grade-level text
  4R2.2 Students are able to compare and contrast various literary elements and the use of literary devices.

- Unpacked standards (in student-friendly wording)
4R1.2 I can build understanding (construct meaning) from text by: making connections – text to text, text to self, text to world; questioning – before, during and after reading; inferring – making predictions and drawing conclusions from text; visualizing – making a movie in your head; determining importance – using conventions to better understand text; synthesizing – bringing together what I know and create new meaning based on my understanding of the text; monitoring for meaning – self-assessment of text.

4R2.2 I can show what is known through writing and/or speaking (identify) how the text is written using (organizational structures):
- chronological order
- cause and effect
- problem and solution
- compare and contrast format and (text structures) how an author structures the ideas in a text within genres.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

2. What essential questions will guide this unit and focus both the teaching and the learning?

3. What key knowledge and skills will students acquire as a result of this unit?

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

2. Performance Tasks:

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

5. Student Self-Assessment:

6. Attach or include specific rubrics being used for this lesson/unit:
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

2. Materials, Supplies, & Resources (technology & print):

3. Classroom Management:

4. Support Services and Special Teacher Notes:
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

2. Differentiated Content:

3. Differentiated Product: