

## Lesson Plan

**Teacher's Name:** Jennifer E. Litts

**Subject:** Language Arts

**Date:** March 26, 2009

**SOL(s):** K.8 The student will demonstrate comprehension of fiction and nonfiction.

- a) Use pictures to make predictions about content.
- b) Retell familiar stories, using beginning, middle, and end.
- c) Discuss characters, setting, and events.
- d) Use story language in discussions and retellings.
- e) Identify what an author does and what an illustrator does.

**Objective(s):** Students will highlight the high frequency word “up” in a familiar reading. Students will also practice reading aloud the words “up, down, box, fix, and mix.”

**Materials Needed:** I Pick Up to highlight, highlighters, The Box by Rowan Obach (red group), Down the Hill by Rob Arego (blue group), six sets of Lesson 19 story page 3, stapler

**Group Size:** Small Groups

**Duration:** 20 minutes

**Set/Introduction: (build background, make connections)**

Show students a copy of I Pick Up and ask what our word of the week is that we practiced in this book. (up) Return each student's copy of the book and give them a highlighted. Ask them to go through the book and highlight the word “up” wherever they see it. Once this is finished, collect the books and ask the students what the little boy picked up in the story. (toys) *For the Red Group:* Ask students what happens when something breaks, such as a toy. Write a short list on the dry erase board of things that break and if they can be fixed. Tell the students that we will be reading about what happens when eggs get broken in a store. *For the Blue Group:* Ask students to imagine a bike that is broken and have them brainstorm some ways to solve the problem. Create a problem/solution chart on the board.

**Statement of Objectives to Students:**

Today we are reading a book that uses our words in the –ix and –ox families. We will look through the story together and then try to read it ourselves. After that, we will try to put together our own little version of the story to bring home.

## **Input: (Step-by-Step Procedure, Questions, Activities)**

### **Red Group**

1. Ask students to help you review the words from the –ix and –ox family. List them on the board and do quick illustrations for words such as six, fox, and box. Give clues to which the students can respond with the written words such as “You do this when you are making a cake.” (mix)
2. Give each child a copy of the text. The Box by Rowan Obach. Read the title and the name of the author and ask students to explain the illustration on the cover.
3. Begin an illustration walk through the story. On pages 2-3 ask “Is a box of eggs real or make-believe?” “Why do you think the box is on the floor?” On pages 4-5 ask, “What happened to the eggs in the box?” And on pages 6-8 ask the students, “Did the woman find a way to fix the problem of the broken eggs? Do you think it was a good way to fix the problem? Why?”
4. Ask the students to quietly whisper read to themselves. As they do this, listen to each child read individually.
5. Once all students have completed the reading, reread the story together, asking students to read certain parts of the story.
6. Provide each student with the story cards from activity page 3. They should be mixed up. Ask the students to look at the pictures and the words on each card and put them in order from first to last.
7. Once they believe they have the cards in order, ask them to read the cards to you. If there are any cards in the wrong place, ask the student to look again and think about the story and what makes sense.
8. When the story is ordered properly and read, staple the book together for the student to bring home.

### **Enrichment/Reteaching:**

This group is homogeneously created, thus making the lesson targeted to their needs. Some students within the group are somewhat better readers, so much of the opening practice should be focused on the weaker readers so that they have an easier time with the actual reading.

**Assessment Activity:**

Formative Assessment: The students will be assessed on their ability to practice –ix and –ox words, ability to read and comprehend text, and their ability to correctly order the sequence of events in a story.

**Closure:**

Ask students to recall what –ix and –ox family words we practiced today. If there is time, ask the students to write the words. Tell the students that we will be learning even more words in other word families.

**Blue Group**

1. Ask students to help you review the words from the –ix and –ox family. After writing “box” ask the students how you can change this word into another –ox family word. Repeat this process for all the words, and then do quick illustrations for words such as six, fox, and box.
2. Give each child a copy of the text. Down the Hill by Rob Arego. Read the title and the name of the author and ask students to explain the illustration on the cover. What do they predict will happen in the story.
3. Begin an illustration walk through the story. On pages 2-3 ask “Are talking animals real or make-believe?” “What seems to be Fox’s problem?” On pages 4-5 ask, “What are they doing after Sheep and Goat fix the car?” And on pages 6-7 ask the students, “What problem does it look like they have? Can you guess how they are going to fix it?”
4. Ask the students to quietly whisper read to themselves. As they do this, listen to each child read individually.
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