

Figure 3.5 Lesson Plan for Third-Grade Lesson

<p>Assessed Need: I have noticed that my students need: <i>To use academic language to express ideas.</i></p>
<p>Standard(s) Addressed: Oral Language 3.1: The student will use effective communication skills in group activities. Oral Language 3.2: The student will present brief oral reports using visual media.</p>
<p>Text(s) I Will Use: <i>Honoring Our Ancestors</i> (Rohmer, 1999)</p>
<p>Learning Intention for This Lesson: We will use spoken language and visuals to share ideas with others.</p>
<p>Success Criteria for This Lesson: Think-aloud checklist</p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p>Review the student think-aloud checklist to reinforce knowledge of elements.</p> <p>Name the strategy, state its purpose, explain its use: I am going to model how I use the think-aloud checklist to help me remember all the things I should do when I think aloud for a partner. When I remember to do these, I help my partner understand.</p> <p>Analogy: When I go to the grocery store, I have a list so I don't forget to buy something I need. The think-aloud checklist helps me remember everything.</p> <p>Demonstration: [think-aloud using the painting by Nancy Horn (p. 17)] I am going to think aloud today with Devon. First, I'll read the checklist to myself to remember all the elements. The first reminder is to let the listener read first before I start talking. I know we read about this artist yesterday, so I can start. Next, use "I" statements. When I look at the painting, I see how large her father's arms are. I remember in the text she talked about her dad being so strong "from lifting huge plates of food." Explain why you know you are correct. I know I am correct because I can find the sentence with that information.</p> <p>Errors to avoid: One mistake would be to talk too softly. It would be hard for my partner to hear if I am too quiet.</p> <p>Assess the skill: I will check with my partner to ask how I have done. Devon, can you give me feedback using the checklist?</p> <p>Guide and Scaffold: Questions to ask</p> <p>What can be hard about thinking aloud?</p> <p>How will you know you have been successful?</p> <p>If you are having a difficult time, how could you get help?</p> <p>Assess: These are the students who will need further support</p> <p>I am thinking aloud with Devon as my partner so she can be more actively engaged in this lesson.</p>
<p>Dialogic Instruction</p> <p>Teacher-Directed Tools</p> <p>All students will complete the checklist with their partners to rate how they did.</p> <p>Student-Enacted Tools</p> <p>N/A</p> <p>Assess: These are the students who will need further support</p> <p>Listen to Devon and Katie as they discuss their checklists to make sure Devon is applying new concepts.</p>
<p>Feedback Opportunities: I will listen to the think-alouds that Leslee, Darius, Jacy, and Jayden perform with each other. The rest of the class will get written feedback on their checklists.</p>
<p>Independent Learning and Closure: Students will select a painting in the book or online and use the visual and text to support their think-aloud commentary. They will receive feedback from their peers using the checklist and note at least one area in which they would like to grow.</p>