

**ONLINE LESSON PLAN**  
**Inclusive Best Practices Project: Co-Teaching**

Respondents: **Ellen Campbell**  
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**State College Area School District**

Date of lesson to be observed/taped: **October 28, 2008**

**1. Lesson Title**

*Questioning the Text: A Key to Understanding*

**2. Teacher(s) Name(s)**

**Teacher 1 Ellen Campbell, English Teacher**  
**Teacher 2 Christina Rarrick, Learning Support Teacher**

**3. Grade Level(s):** Grades 9 & 10 (a multi-grade classroom)

**4. Content Area:** English

**5. Description/Abstract of Lesson:**

Students will be embarking on day two of a study of the novel *The First Part Last* written by Angela Johnson. Students will be able to identify and discuss major and minor characters by practicing the reading strategy of questioning the text. Students will work in small groups to read the text aloud, stopping briefly to ask questions, make connections, offer observations, or articulate discoveries. At the conclusion of the group reading experience, students will engage in a quick (online) reading comprehension check.

**6. Primary Lesson Objectives:**

- (1) identify key fictional elements of theme, character and plot in the novel
- (2) generate and use questions to guide reading
- (3) use before, during, and after reading strategies
- (4) demonstrate oral reading fluency
- (5) demonstrate comprehension of text content

**7. Cognitive Level:**

Knowledge  
Comprehension  
Application  
Analysis  
Synthesis

**8. Standards and Anchors Addressed:**

1.1.11. D  
1.1.11. H  
1.3.11. A  
1.3.11. B  
1.6.11. D

**9. Guiding questions for this lesson:**

- (1) What roles do theme and character play in a piece of fiction?
- (2) What strategies do good readers use to help strengthen comprehension?

**10. Assessment Tools:**

At the end of the lesson, students will engage in a simple, comprehension check, housed on the school district course management program.

Writing Sample

**11. Learning Connections:**

During the previous day's lesson, students were introduced to a list of ACTIVE reading strategies; each student has a graphic organizer illustrating those strategies. Also, students will have practiced a before reading strategy of questioning (and predicting), thus previewing the strategy of asking question about text. In addition, students have explored the fictional element of theme in the book by discussing the title and its reference in the previous lesson.

**12. Instructional strategies used in this lesson:**

Brainstorming  
Guided reading groups  
Instructional Technology  
Teacher Questions

**13. Learning Activities or Tasks:**

1. In full class grouping:
  - a. teacher led review of ACTIVE reading strategies and theme.
  - b. teacher presents mini-lesson on major and minor characters
  - c. class will generate questions to use while reading
2. Teachers and students divide into two, small group guided reading and responding to text, holding their thinking.
3. Students will sign onto SCOODLE (computerized course management system) to engage in a comprehension check

**14. Classroom Organization and Learning Environment:**

Our classroom serves as the “reading room” for the school, thus the room is divided into teacher work station space and classroom/student work space with three large round tables. The classroom houses a computer laptop cart and printer. A variety of print materials and trade books are used in the class. The flexibility of the space allows teachers to make useful accommodations and adaptations for students with disabilities.

**15. How and where will your students work?**

Small guided reading groups

**16. Materials and Resources:**

Trade Books  
Smart Board with Projector  
Laptop cart  
SCOODLE course management system

**17. Lesson Evaluation/Teacher Reflection: To be completed following the lesson**