

ONLINE LESSON PLAN

Inclusive Best Practices Project Educating Students with Complex Support Needs 2008-2010

**Respondent: Kara Treweek, First Grade Teacher
Pleasant Gap Elementary School
Bellefonte Area School District**

Date of lesson to be observed/taped: **May 12, 2009**

SURVEY RESPONSES

1. Lesson Title

“Diving Down”

2. Teacher(s) Name(s)

Teacher 1: Kara Treweek, First Grade Teacher

3. Grade Level(s)

First Grade

4. Content Area

Language Arts

5. Description/Abstract of Lesson

Students in a small guided reading group will be introduced to a nonfiction text in a leveled guided reader. In this lesson, the students will use the title, contents page, photos, and illustrations to make predictions. The students will gain information from the text and gain an insight into scuba diving. The students will demonstrate an understanding of the nonfiction text by completing a graphic organizer.

6. Primary Lesson Objectives:

- (1): Make predictions using the title, contents page, photos, and illustrations.
- (2): Gain information from the text by completing a graphic organizer.
- (3): Identify and discuss strategies to use when encountering an unfamiliar word.

7. Cognitive Level (Check all that apply.)

Knowledge
Comprehension
Application

8. Standards and Anchors Addressed:

1.3A. Understand and respond to a variety of literary selections that are read, listened to or viewed

9. Guiding questions for this lesson:

Questions for introducing the text:

- (1): What do you already know about scuba diving?
- (2): How is it the same or different from ordinary diving?
- (3): (After reading the title, looking at the front cover and contents page) What predictions can you make about the content to the article?
- (4): (After looking at the photos and captions) What do scuba divers do? What do they wear? What other information do you think will be mentioned in the article?

Questions for reading the text:

- (1): Do you like scuba diving?
- (2): What new things have you learned?

Questions for discussing the text:

- (1): Who invented scuba diving?
- (2): Why do people scuba dive?
- (3): What equipment do scuba divers need?
- (4): What is scuba diving?
- (5): What skills do scuba divers need?
- (6): What did you do when you came across a word you didn't know?

10. Assessment Tools (Check all that apply.)

Small group discussion

Teacher observation of students as they read the text

Student product - completion of the graphic organizer

11. Learning Connections

Give each student a brown lunch bag with clipart pictures of scuba gear and equipment. Ask students to pull out and look at the items in the bag. Ask – Do you recognize any of these items? What do you think they are used for? As students generate ideas, say – Tell me what you already know about scuba diving. How is it the same or different from ordinary diving?

12. Instructional strategies used in this lesson. (Check all that apply.)

Discussing

Modeling

Predicting

13. Learning Activities or Tasks

Learning Objectives:

- Students will be able to make predictions using the title, contents page, photos, and illustrations.
- Students will be able to gain information from the text by completing a graphic organizer.
- Students will be able to discuss strategies they used when they came to a word that they didn't know.

Anticipatory Set: Begin by giving each student a brown lunch bag with clipart pictures of scuba gear and equipment. Ask students to pull out and look at the items in the bag. Ask – Do you recognize any of these items? What do you think they are used for? As students generate ideas, say – Tell me what you already know about scuba diving. How is it the same or different from ordinary diving?

Learning Activities:

1. Introduce the guided reading book by reading the title (Diving Down) and the magazine subhead on the front cover (This guided reading text is a Level H reader created by MONDO Publishing as a part of their *Reading SAFARI Magazine* series). Use the contents page to locate the article in the text. Ask – Now that we have read the title, looked at the front cover, and found the article, what do you predict that this article will be about?
2. Direct the students to flip through the article and look at the pictures, labels, and captions. The students may not be familiar with the words labels and captions. You may need to introduce these words based on the skill level of your students and their familiarity with nonfiction texts. As the students are looking at the photos, ask – What do scuba divers do? What do they wear? What other information do you think will be mentioned in the article?
3. Point out the organization of the text. Guide students in recognizing that each section of the text has its own heading. Read each heading with the students. The headings appear as follows: What Does a Scuba Diver Do?; What Does a Scuba Diver Need?; Rules for Scuba Divers; Why Do People Scuba Dive?
4. Introduce the graphic organizer. The graphic organizer has 'Scuba Diving' as the target focus. There are then four outlying boxes, one for each of the headings mentioned in number three. Explain to the learners that following the reading of text, they will be responsible for writing one fact for each of the sections of the organizer.
5. Ask the students to read the article *Scuba Diving*. Remind the students to look at the photos and read the labels and captions again as they read the article.
6. Observe the students as they read. Encourage them to make a response to the text. Ask – Do you like scuba diving? What new things did you learn?
7. After students finish reading the text, have students discuss the strategies that they used to solve unknown or unfamiliar words. Ask – What did you do when you came across a word you didn't know? This might become a great opportunity to discuss content vocabulary.

8. Direct students to complete the organizer. Tell students they can use the article as a resource. After students complete the organizer, allow the students to use the organizer to help them discuss the information that they gained from reading the article. Ask – What is scuba diving? What skills do scuba divers need? What equipment do they need?

Closure: Say – Wonder if you could go scuba diving? What do you think you would find/see/discover? Pull out an underwater picture with photocopies of scuba divers attached with the faces of each student in the group on the scuba divers. Explain that the next time that they meet they will reread the text and then write about what it would be like to go scuba diving and what they might see/find/discover.

14. Classroom Organization and Learning Environment

Students in the classroom will be working independently at a center as indicated on their individual reading ticket. There are three students allowed at a center at a time. A small group of students (3-5 students) will be pulled to the guided reading table for small group reading instruction by the teacher during this time. The personal care aide will assist the student during the guided reading lesson and centers.

15. How and where will your students work?

The students will primarily independently work at center areas around the room. They will engage in conversation with their peers to share stories, work in partnerships, or assist each other with directions. A small group of students will be pulled from centers to the guided reading table for guided reading instruction.

16. Materials and Resources (Check all that apply.)

Brown baggies with clipart

For copies of guided reading text, *Diving Down* (Reading SAFARI Magazine)

Photocopies of the graphic organizer

Pictures of scuba divers with the students' faces taped/glued on

17. Lesson Evaluation/Teacher Reflection

To be completed following the lesson.