

# Lesson plan deconstruction



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Deconstructing a Lesson Plan Texas English Language Arts and Reading for Grade 5 Standards and Objectives Chapter 110. 16 from Texas The RCS followed for Grade 5 school teaching is based on RCS strategy activating background knowledge to make connections between new and known information.

2. AASL standard indicators like assisting in reading advocacy and advisory is followed in section Knowledge and skills b. 3. a - Reading various literary texts to improve comprehension. AASL standard 'inquire, think critically and gain knowledge', is followed in this lesson plan mentioned in section b. 24. a - conduct research to collect various data from available print and electronic resources in the library.

3. The lesson selected is English Language Arts and Reading for Grade 5 Students. The lesson is used to coach ELL or English Language Learners who have a different mother tongue. Contents covered in the lesson are Reading various literary and informational texts and poetry, summarizing them and writing one's own idea about the text read, learning to evaluate and organize the coherent details. The lesson also requires the students to engage in group conversations and writing sessions to develop oral and linguistic skills. Improvement of handwriting, stressing on daily reading, subject oriented research and in-depth teaching about phonetics is included in the lesson plan. Ample importance is given to improve comprehension, writing and language synthesizing skills of the students.

#### 4. Blooms Taxonomy

Objective

Verb

Bloom's Level

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1

2

3

Creating

Synthesize

Express

Collecting research data

Evaluating, Understanding

Comprehension, Knowledge (Write and discuss about personal view of the researched text)

Reading Development Level

1. The lesson is intended for ELL Grade 5 students whose native language is different.

2. The Texas lesson plan objectives are appropriate for the students because it uses additional scaffolds to improve ELL student's comprehension through the connected discourse strategy. It helps the ELL student's understand the basic concepts of English in context of their own folk tales, culture, history and helps them notice the linguistic differences between both the languages too. ELLs without sufficient previous schooling experiences are also given extra support enabling them to cope up with regular school goers.

3. Instilling daily reading habits in them to improve their comprehension. The students should be taught to identify the meaning of the English word in their mother tongue, yet express it in perfect English without grammatical errors. Students should be taught to use the technology like using online dictionaries, spell check and pronunciation tools.

4. Less proficient learners especially ELLs with little or no previous English

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exposure needs special care which could be done with the help of their parents. Using pictures of an object, asking them to name it in their mother tongue and explaining its name in English usually helps. For example, many students do not know the right English words for several garage tools and gardening equipments. Showing the picture of the equipments, making them say the native language word for it and teach them the actual English word for the tool helps a lot. PowerPoint presentations are useful for such activities.

5. Using the same PowerPoint slides, high proficient learners can be taught several variations for a single word. For example, revamp, amend, transform and alter can also be used in the place of the word modify. This will help them improve their vocabulary and spelling in a much faster pace.

#### Instructional Strategies

1. Summarizing and note-taking is useful in reading historical and fictional context. For example, students are made to read a fable, identify certain historical contexts in it and pin-point how it is still prevalent in the modern times. For example consider, the vivid details given about rafting and tides in the Mark Twain novel *The Huckleberry Finn*. Students were asked to compare how the same rafting strategies are still applicable today after their trekking trip. The students took notes about the details of the trip explained in the book, compared the same with their experience and summarized it briefly in their assignment.

2. It's very comfortable with the questions, cues and advance organizers using. Conducting quizzes helps the students improve their vocabulary and grammar better than tests. Setting objectives and providing feedback part needs improvement as every student has a different learning pace and each

take different time to achieve the set objective. Feedbacks don't help much as it only pushes the students to work harder instead of enjoying the language while learning it.

#### Resources, Materials, Equipment, and Student Engagement

1. The Student Textbook, English grammar book and the various fictions listed in the portions are taken from the library. Digital sources like PowerPoint are used to make presentations. The online journals and magazines are used to do research. Smart boards using charts and pictures are used to explain character and their characteristics of a story or novel.
2. Students use various educating technologies like word processors and visual data tools like charts and diagrams, PowerPoint etc to record and analyze the research data. Presentation slides, internet images, films and musicals related to the subject will all be useful to achieve the lesson objectives.
3. The independence to explore with words and improvement of vocabulary attracts students.
4. Conducting regular quizzes among the various groups in the classes on vocabulary and pronunciation helps students learn from the world around them easily. For example, making a student from each group pronounce and spell words like Deutsche bank, Huntington Bancshares, Palais Garnier etc helps them pronounce various languages spelled in English perfectly. They bring in lots of words seen from ads and TV and learn how to pronounce it as a group.

#### Assessment

1. The student enthusiasm and participation in various group and individual activities, their conversation and oral skills while interacting with the teacher

and reading are assessed. Pronunciation and ability to form sentences are checked in verbal communication. Spelling and comprehension skills are judged through the presentations they make and the assignments they write. The student's capability in Grammar, vocabulary and spelling are checked in writing.

2. There isn't much of self assess facility. However group activities encouraging them to talk and point out each other's mistakes are present.

#### Collaboration

1. The librarian and the teacher co-operate to show different fiction and non-fiction materials.

2. It enables teachers to get new resource materials like CDs and new dictionaries to the students.

3. By making the students approach the librarian personally and ask for study materials.

#### Purpose

School library can become an interesting place to visit if they are freely allowed to access internet and the books of their favorite authors. The purpose of the lesson is make them explore the language further and introduction to library is a great way to do it. Pointing the students towards the library for anything new does this automatically.