**LESSON PLAN**

Teacher: Maria Sproat Date: May 6, 20011

Reading Time: 11-11:45 Grade Level: 4th

**STANDARD(S):**

Standards:

1.1.3 E Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.

1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.

* Distinguish between essential and nonessential information within a text.
* Make inferences from text when studying a topic and draw conclusions based on text.
* Analyze text organization and content to derive meaning from text using established criteria.

1. 1.6.3. E Participate in small and large group discussions and presentations.

Performance Objectives (Learning Outcomes):

The students will be able to apply the word protective in a sentence.

The students will be able to answer questions based on what a sentence says.

The students will be able to identify key words in a sentence.

The students will be able to objects and put them in a class.

**Implementation**

Review of the definition for protect, noun, verb, adjective.

Through each exercise, I will follow the script unless the students need extra help in a certain area.

1. Exercise one: Definitions

-Review of the word protect(s,ed,ing) being verbs.

-Review of the word protection-Noun

-Introduction to a new word: protective-adjective

-Give sentences using the words and having the students think about the part of speech.

2. Exercise two: Statement inference

Repeat a statement then ask follow-up questions.

3. Exercise three: classification

-Naming and identifying class of buildings, furniture, and tools.

-random items of each class are then asked to identify their class.

4. Exercise four: analogies

Following script.

The students listen to the words in order to know how to respond.

5. Exercise five: workbook-definition

Following the script this section starts off as a review of definitions and parts of speech.

Have students open their workbooks to page 34. This is a list of words they will need to know for the test on Monday.

6. Exercise 6: parts of speech

This exercise begins with a review of the parts of speech.

Part A:

Go over each sentence and identify noun, and adjective.

7. Students work on the rest of the workbook on their own. If there is time, I will go over the workbook, or I will check it, and hand it back the next day.