

Completed Lesson Plan – Informational Text

Shared Reading Lesson Plan

Lesson focus:

What is the focus of the lesson? How will I teach it?

The focus of the lesson is the organization of a report. I will use a shared reading approach to analyse reports and review common features. The students will work in groups to prepare a graphic organizer outlining the features of a report before they demonstrate the skill independently on a new text.

Rationale:

Why am I teaching this lesson?

After analysing previous assessment data (e.g., CASI, Shared Reading observations) and reviewing the curriculum expectations, I have determined that the students are ready to learn about the features of a report and to organize their thinking using a graphic organizer.

Assessment:

How will I know when my students are successful?

- In groups, students will organize a jumbled informational report into the following categories: **generalization, description, summarizing comment.**

Prior Knowledge:

What prior knowledge do my students need in order to be successful with this lesson's focus?

- An understanding of the main differences between fiction and non-fiction texts

Curriculum Expectations:

Which expectations will I address?

Students will:

- select appropriate reading strategies
- understand that different text forms require different reading skills

Materials/Preparation for Teaching:

What do I need to know, have, and be able to do before I can begin the lesson?

- Big book – *Technology*, by David Keystone. “Get a Grip”, chapter 10
- Individual photocopies of “Get a Grip!” for shared reading
- Chart-size graphic organizer for report categories
- Individual copies of “Get Mobile!”, chapter 8
- Individual graphic organizers for independent task

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Shared Reading Lesson Plan (continued)

Differentiated Instruction:

How can I ensure that I am meeting the needs of all my students?

- Pair ESL students with fluent readers for whole-group lesson
- Group ESL students for independent task, work with them
- Connect with support teachers re: graphic organizer support for withdrawal students
- Challenge gifted students to find another report in the *Technology* big book that illustrates the same format.

Instruction:

Before Reading:

- Review another chart for fiction/non-fiction characteristics
- Review why we use reports, and the kinds of texts that use them most
- Discuss the use of graphic organizers to synthesize information

During Reading:

- Read “Get a Grip!” and do think-aloud at the end of each paragraph as the reading progresses
- Have students read paragraphs aloud, in groups, taking turns
- Have students think-pair-share, at the end of each paragraph, about which category of reports they have just read
- Record their ideas on a chart-size graphic organizer

After Reading:

- Review the graphic organizer strategy, then distribute a new report, “The Great Wall of China”, for students to analyse independently
- Have each student do the analysis independently on a personal graphic organizer

Reflection:

Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?

- Do students understand the report format?
- Is further review needed?
- Will students be able to write the report format after some more practice?
- Are students working together effectively or not?
- Are they able to work well independently?
- Could students make a class big book of reports they have written, for use by their Reading Buddies?