

**Experienced Teachers' Institute (FY 2010-2011)  
Strategies for the Struggling Reader: Diagnostics to Instruction**

**Lesson Plan Template**

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Program/County: Pike	Director: Judith Branham

Title: Sequence	Content area: Reading
Length of lesson: 30-40 minutes	NRS Level (s): 4
Standard(s)	

Lesson Objectives Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy	At the end of this lesson, students will be able to:
	<ol style="list-style-type: none"> <li>1. Recognize and identify sequence</li> <li>2. Point out transitional words relating to sequence</li> <li>3. Explain how to use an ATM</li> <li>4. Construct a graphic organizer</li> <li>5. Define the following terms: sequence, transitional words, ATM, PIN, estimate, mandatory, miscellaneous, transfer, allotted</li> </ol>

Assessing mastery of the objectives	<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <ol style="list-style-type: none"> <li>1. What is sequence?</li> <li>2. What are transitional words?</li> <li>3. What are the steps in using an ATM?</li> </ol>	<p>The means of assessment and check for understanding will be:</p> <ol style="list-style-type: none"> <li>1. Arranging sentence strips and sequence picture cards in order</li> <li>2. Answering questions about readings</li> <li>3. Creating a sequence graphic organizer</li> <li>4. Matching vocabulary words with their definitions</li> </ol>
<b>Pre-teaching</b>	<ul style="list-style-type: none"> <li>• How will I introduce the objectives?</li> <li>• How I will make a connection between the content and my students and engage?</li> <li>• How I will draw on prior knowledge?</li> <li>• How will I provide purpose for using the strategy and reading the selected text?</li> </ul>	<ol style="list-style-type: none"> <li>1. Instructor will introduce objectives by explaining that sequence contributes to student’s ability to comprehend what they have read and also sequence gives students the ability to retell the events within a given text in the order in which they have occurred.</li> <li>2. Prior to reading, students will be asked to arrange sentence strips and picture cards in sequential order. Activating prior knowledge</li> <li>3. Purpose for choosing “How to Use an ATM” and “How to Set a Student Budget” is that everyone should learn how to use an ATM and learn steps on how to set up a budget.</li> </ol>

## Instruction/Modeling

- How I will deliver the information so that students are engaged?
- How will I describe the strategy, provide purpose, model it and or provide examples?
- How will I introduce and engage students in the text?

## Guided Practice

- How I will provide opportunities for students to practice in the classroom so I know they understand?
- How will I make sure they are *“getting it”* during the lesson?

## Modeling:

1. Instructor will discuss “How to Use an ATM” and point out that everyone needs to know how to use one in everyday life.
2. Students will use matching for new vocabulary words.
3. Instructor will read a passage and think aloud while pointing out key transitional words.
4. Construct organizers detailing steps of using ATM.

## Guided Practice:

1. Halfway through “How to Use an ATM” article, students will begin to identify transitional words and the key steps relating to using an ATM.
2. Instructor will stop periodically and ask questions on steps to using an ATM.
3. Instructor will read aloud “How to Set a Student Budget” while stopping and asking questions.
4. Students created a graphic organizer from reading “How to Set a Student Budget”.
5. Review vocabulary words and definitions

	<p>Independent Practice</p> <ul style="list-style-type: none"> <li>• How I will help students extend what they learned so they can do it without my help?</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be given a writing homework assignment. Students will choose five of the most important events of their lifetime. They will then create a sequence graphic organizer to organize those events in sequential order in which they occurred.</li> </ol>
<p><b>Post-teaching</b></p>	<ul style="list-style-type: none"> <li>• How I will check for understanding?</li> <li>• How I will bring closure &amp; provide opportunities for reflection?</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will answer questions relating to the text along with constructing a graphic organizer.</li> <li>2. Instructor will review stories and ask questions “How does this apply to real life?”</li> <li>3. Instructor will ask students to define sequence.</li> </ol>
	<p>Text and Materials</p> <ul style="list-style-type: none"> <li>• Authentic</li> <li>• Based on students interests and goals</li> </ul>	<ol style="list-style-type: none"> <li>1. Encarta World English Dictionary</li> <li>2. Contemporary’s Foundations in Reading</li> <li>3. eHow.com</li> <li>4. Contemporary’s Achieving TABE Success in Reading</li> </ol>
	<p>How learning can be extended at home?</p>	<ol style="list-style-type: none"> <li>1. Assign a daily routine journal where students will record their everyday routines while recognizing sequence in their lives-things they do on an everyday basis.</li> </ol>

Key vocabulary	<ol style="list-style-type: none"><li>1. Sequence</li><li>2. Transitional words</li><li>3. ATM</li><li>4. PIN</li><li>5. Estimate</li><li>6. Mandatory</li><li>7. Miscellaneous</li><li>8. Transfer</li><li>9. Allotted</li></ol>
Use of technology (if appropriate)	