**MISSOURI STATE UNIVERSITY**

**Daily Lesson Plan**

Name: Christina Levey Date: August 24, 2012

Subject: Reading – How do I choose a book? Grade Level: 6

**Measurable Objectives:**

* The student will be able to pick a book for independent reading after discussing the factors involved in choosing a book.
* The student will be able to create reading goals by reviewing the results of their reading performance test and then they will predict the amount of books that they will read by the end of the year.

**Standards:**

**MoStep: 1.2.8.3** The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner by evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

**CF**2.   **Subject Matter**: strong knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study

**CC:** RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Anticipatory Set:**

* The students will answer the following two questions with their shoulder partner:
	+ What do you like to read?
	+ What is it about a book that makes you want to pick it up?

**Instructional Input:**

 **Materials and Technology:**

* Smart Board Lesson – How do I choose a book
* 21 different books (3 per table)
* Computers with Internet Access
* Google Doc
* Websites:
	+ [www.wikihow.com/Choose-a-Good-Book](http://www.wikihow.com/Choose-a-Good-Book)
	+ [Http://literature-map.com/](http://literature-map.com/)
	+ <http://readalikes.blogspot.com/2010/03/if-you-like-author-try.html>

**Procedure**

* Anticipatory Set: The students will answer the following two questions with their shoulder partner: What do you like to read and what is it about a book that makes you want to pick it up? The students will then share their answers with the class. (3 minutes – 1 minute to shoulder share – each person, 2 minutes for class share and instruction)
* Mini-Lesson: How do I choose a book
	+ Teacher will introduce the topic – Choosing a Book for Independent Reading and explain what the teacher looks for when they choose a book at the library or book store
	+ Teacher will ask the students to share ideas for how they pick books. Examples can include:
		- Front Cover/Inside Jacket
		- Back Cover Information
		- Characters we’ve read about in other books
		- Another book in the series
		- Interesting Title
		- Great Illustrations
		- Authors we know and like
		- Book recommendations from teachers, friends, and critics
		- Books that are movies
		- Genres we like to read
		- Try the beginning
		- Read some of the middle
		- “Must-read” rack in our room
		- New/popular books
		- Sequel to a book we’ve read
		- Heard it read aloud
		- Read it Before and enjoyed it
	+ Teacher will show the following sites for choosing a book (if time allows):
		- [www.wikihow.com/Choose-a-Good-Book](http://www.wikihow.com/Choose-a-Good-Book)
		- [Http://literature-map.com/](http://literature-map.com/)
		- <http://readalikes.blogspot.com/2010/03/if-you-like-author-try.html>
	+ Teacher will reveal the list of what we want to find in a book and what things we don’t want to find in a book and the class will discuss why
	+ Teacher will introduce the table assessment (informal assessment): You have 3 books on your table. Using the characteristics that we came up with for choosing a book, as a group vote for your top book and convince the class why we should add it to our list of books to read...You have 5 minutes to evaluate and make your decision...(Groups will then share their pick in Book Commercial Format)
	+ Teacher will explain that the students will pick their book out today. The book that they pick out will go in to their folder, which goes on the shelf. If they choose any of the following book categories, these books must go back on the shelf at the end of the class each day (only have limited copies):
		- Truman Nominees
		- Mark Twain Nominees
		- 10 Books
	+ Teacher will then introduce the idea of creating goals – goals are things that we want to accomplish. Example – my goal is to graduate this December. How will I do that - I will work hard during my Student Teaching to complete all my assignments and pass all my observations.
		- Students will be given the assignment to go on class website to access the Reading Goals/Computer Knowledge survey
		- At the same time, students will be allowed to go back to the library and choose a book for their independent reading (teacher should only send student back if they are displaying appropriate behavior)
	+ Once all students have complete the Survey and chosen a book, the remainder of the class will be set aside for independent reading.
	+ Closure: The students will be asked to name at least three ways that they choose a book and why is this important.

**Modeling:**

* Teacher will model how to set a goal
* Teacher will model how the teacher chooses books to read
* Teacher will model how the students

**Comprehension Check:**

* + Informal assessment: You have 3 books on your table. Using the characteristics that we came up with for choosing a book, as a group vote for your top book and convince the class why we should add it to our list of books to read...You have 5 minutes to evaluate and make your decision...(Groups will then share their pick in Book Commercial Format)

**Assignments:**

**Guided Practice:**

* Class will discuss the factors involved when choosing a book to read
* Small groups will work together to pick a book and then they will present the book in a book commercial
* Students will complete a survey predicting their reading goals
* Students will choose a book for independent reading

**Independent Practice:**

* Students will read outside of class

**Closure/Summary:**

The students will be asked to name at least three ways that they choose a book and why is this important.

**Application:**

* Students will need to be able to pick out books on their own for independent reading throughout the school year and beyond this school year.

**Modifications:**

* Student who’s IEP requires the use of laptop to take notes will be allowed to use the laptop during the lecture to record notes.
* Lesson can be saved and downloaded to individual computers for those students who are absent.
* Quiet reading area will be provided for those students whose IEP requires it.