# Elementary Language Arts Model Lesson Plan

<table>
<thead>
<tr>
<th><strong>Teacher:</strong></th>
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<tr>
<td><strong>Grade &amp; Genre:</strong> Grades 3, Fiction</td>
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<tr>
<td><strong>Lesson/Unit (listed on ARRC):</strong> “I PICK” lesson for Good-fit Books, Unit 1B</td>
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<td><strong>Amount of Time:</strong> 30 minutes</td>
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## TEKS/SEs #
- Fig. 19 (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension
- Figure 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
- KSS 3.11 - read independently for sustained periods of time and produce evidence of readings
- 3.2(C) establish purpose for reading selected texts and monitor comprehension, making correlations and adjustments when that understanding breaks down (e.g. identify clues, using background knowledge, generating questions, rereading a portion aloud)

## Student Learning Objective:
The student will be able to self-select independent reading texts using the “I PICK” criteria.

## Assessment For Learning (Summative Or Formative):
Formative

## Characteristics of the Exemplary Work Product:
Students’ choices in books are appropriate and meet their personal needs according to the “I PICK” criteria.

## Key/Essential Questions:
- What techniques or strategies do readers use to select books for independent reading?
- How does a reader know if they understand the book they are reading?

## Key/Academic Vocabulary:
- Comprehension
- Independent reader
- Purpose for reading

## Materials/Items Needed:
- Classroom or school library
- “I PICK” chart
- An assortment of shoes with various purposes (examples: golf shoes, cleats, ballet shoes, etc.)

## Hook/Engage:
(Boushey & Moser, 2006, p. 29) The teacher brings a pile of shoes and tells the students that she considers many things as she chooses shoes for the day. What is the purpose of the type of shoe? We wouldn’t choose snow shoes for golf. Are we interested in the activity that matches the shoes? I don’t enjoy golf, so I’m not likely to choose golf shoes. Does the shoe fit? If not, it’s not going to be good for me more than just a few minutes. Shoes that don’t fit soon get very uncomfortable. The same is true of a book. If we don’t comprehend, we can’t read with stamina and it won’t seem interesting. We can’t accomplish our purpose for reading without comprehension. In order to comprehend and maintain stamina, we need to know almost all of the words easily.

## Activities:

**Explore:** The teacher shows the “I PICK” chart and goes over the acronym making the analogy between shoes and books clear.
I choose a book.
Purpose- Why do I want to read it?
Interest- Does it interest me?
Comprehend- Am I understanding what I am reading?
Know- I know most of the words.

Students will choose a book to add to their book box/bag. This can be done in the library or in the classroom using a collection of books provided by the teacher. Students can be given time to choose a book and evaluate it for themselves using the I PICK chart.

**Explain:** Students are called to the carpet with their new books. The teacher may ask a student or two to show the book he has chosen and explain to the class why he thinks it is a “Good Fit Book” by going through the I PICK chart orally and explaining how the book fits his purpose, interest, and comfortable reading level. During this explanation, the teacher can help make the point that we need a book that we can read almost every word in if we are going to be independent readers. We can save more challenging books for times we have support from our teachers or parents. Ask students to turn and talk to an elbow buddy, explaining why they believe they have found a good fit book.

**Elaborate:** The teacher asks students to tell class the expectations for silent reading time. (If the class has already created the anchor charts with looks like/sounds like expectations for independent reading time, this review can be done in a few minutes.) Establish the purpose and urgency for the reading time, and send students off to read their new books.

**Evaluate:** As students choose their books, the teacher will observe and listen in on the conversations. The teacher can watch for students who may be choosing books for social reasons or without being cognizant of their own level. It would be good to begin taking anecdotal notes for reading conferences. Further evaluation can be done as the teacher observes which students can maintain stamina.

**Extensions/Home Connection:**

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<tr>
<th>Differentiation Notes:</th>
<th>Technology Integration</th>
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<tr>
<td>Special Education</td>
<td>Highlight desired bullets and change to check mark</td>
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<tr>
<td>• Help students to select texts with modeling and close scaffolding to ensure comprehension of text.</td>
<td>□ Word Processing</td>
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<td>□ Power Point</td>
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<td>□ Internet Resources</td>
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<td>□ Graphics/Charts</td>
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<td>□ Interactive whiteboard</td>
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<td>□ Other:</td>
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| 504                     | |

| TAG                     | |

<p>| ELL                     | |
| • Help students to select texts with modeling and close scaffolding to ensure comprehension of text. | |</p>
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<th>Teacher Strategies - Best Practices</th>
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- ✓ Student choice
- ✓ Modeling reading strategies
- □ Modeling writing strategies or the writing process
- ✓ Cooperative learning
- □ Reading aloud
- ✓ Independent Reading
- □ Writing before and after reading
- □ Implementing pre, post, or during reading activities
- ✓ Teaching metacognitive strategies/reading strategies
- □ Hands-on learning/manipulatives utilized
- □ Small group
- □ Higher-ordering thinking skills
- □ Real-world connections
- ✓ Criteria charts created (student-driven; supports learning by defining and clarifying a task )
- □ Rubrics created (student-centered)
- □ Mentor texts
- □ Anchor charts (a reference tool that “anchors” new and ongoing learning to key concepts previously introduced)
- □ Research/research materials
- □ Evidence of assessment for learning (teacher modifies instruction based on students’ understanding)
- ✓ Classroom/Literacy library
- □ Writing workshop time
- □ Teaching grammar and mechanics in context
- □ Conferencing