

ELA Lesson Plan

EDMS 4150

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Subject: English Language Arts

Grade: 4

I. Anticipatory Set (Introduction):

Show the cover of the book Knots on a Counting Rope, and ask the class what they think the story might be about, based on the title, and cover artwork. Review different literary responses (that have been covered previously). Ask students to pay particular attention to parts of the story that might contain a simile, metaphor, or personification. Tell students that some stories contain a surprising twist in their plot. Ask students to prepare for this turn, but be courteous to the class and remain silent until everyone is sure what the twist is. When the time in the story comes that reveals the boys blindness, have the students use their quiet voice to tell each other. Then when that is done, they can use their loud voices to tell the teacher, "The boy is blind."

Standards:

Language Arts 1.1; Read narrative and expository text aloud with grade-appropriate fluency and accuracy, and with appropriate pacing, intonation, and expression.

Language Arts 1.2; Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words or phrases.

Language Arts 3.5 Literary response and analysis; define figurative language (e.g., simile, metaphor, hyperbole, personification).

Writing Applications 2.4; Write summaries that contain the main ideas of the reading selection, and the most significant details.

II. Materials:

- Knots on a Counting Rope, by John Archambault and Ted Rand.
- Easel
- Pictures and synonyms from Word Sift
- Paper
- Pencils

III. Guided Practice:

- Read aloud, "Knots on a Counting Rope," modeling fluency, accuracy, and appropriate intonation, pacing, and expression.
- The teacher will plug in words from the book using the thesaurus and pictures created by Word Sift.
- The class will participate in an oral discussion of word definitions and the synonyms of the words.

IV. Independent Practice:

The students will write a summary that contains the main ideas of the reading selection, and the most significant details. After doing this the students will draw a picture demonstrating their favorite figurative language phrase from the story.

V. Closure:

The students will show their picture and favorite figurative language phrase, explaining why they chose it. After this they can post it on the classroom wall.

How would you use the results of wordsift to enhance the learning of bilingual students? By using pictures and familiar words, to understand unknown words. This will help bilingual students to develop the two key things every ELL needs; saying it, and seeing it. Learning through saying words is predicated on the notion that language is learned most naturally following a progression of listening then speaking then reading and then writing. A picture is worth a thousand words, as aids to memory and learning, visual clues play two important roles. First, they make concepts stand out to be visually concentrated on. This allows a student time to consider the picture that represents a word. Secondly, pictures allow students to use visual clues that supplement their use of words. Cummins has referred to language supported by visual clues as “contextualized” and, thus more understandable.

Besides Wordsift, there are other visual clues a teacher has at their disposal.

1. Body language and gestures
2. Tables, charts, and graphs.
3. Props, manipulatives, and realia.
4. Hands on activities, i.e. student generated art projects

Ideas for future lesson plans: Perhaps a play or musical where students can act out the story being read. Drama is an excellent way for students to practice using oral language skills needed. The performing arts can add fun and lower the affective filter for students during lessons. But teachers should never ask a student to do more than they are comfortable doing.

Adaptations for different English Learner Levels:

Beginning: The teacher would assign roles with no speaking lines.

Intermediate: The teacher would assign roles with repeated language.

Advanced: The teacher would assign the most speaking lines such a narrator and main character.