

Grade 8 Reading Lesson Plan

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| Subject English | Grade 8 | Section | Duration 100 minutes | Date | Teacher |
| Unit: Unit 5: Adventure and Exploration | | Lesson: | | Number of Sessions: 2 | Session Number (/) |
| Lesson Objectives | Draw a suitable inference about a text based on personal experience | | | | |
| Prerequisites | Conclude simple inferences based on a reading/images provided | | | | |
| Lesson Structure | Procedure: Read Aloud - Guided Reading - Independent Reading | | | Material | Time |
| Diagnostic Assessment / warm-up activity |  <p>https://www.pinterest.com/pin/1970s-kids-birthday-party-balloons-homemade-cake-70s-vintage-etsy--5840674507367042/</p> | | | Image | 15 minutes |

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| | <ul style="list-style-type: none"> - The teacher shows this image to the students or any similar image they might have from his/her childhood. Then, she/he asks the students the following questions: <ul style="list-style-type: none"> ● What 3 inferences can you make from this image? ● What helped you come up with these inferences? Be specific and write down the evidence/observations that helped you. <p>Strategy: <i>Think, Pair, Share:</i> 1) The teacher asks each student to look at the image and write down three inferences individually. 2) Then, they work in pairs to share the inferences and evidence that helped them with a classmate. 3) Lastly, the pairs share their answers with the whole class.</p> <p><i>For example: I can see the kids are happy celebrating someone's birthday. I made this inference because I could see balloons around the table and a cake at the center of the table. Also, the facial expressions of the kids show that they are happy. The image looks old from its quality and the kids' clothes, so this image must have been taken in the 90s. These kids know each other from school, etc.</i></p> <p>The teacher then leads an oral discussion which drives the students to conclude the importance of using evidence to make appropriate inferences.</p> <p>➤ <i>This informal assessment helps the teacher identify if students can come up with simple inferences by reading an image and if they can support their inferences with good evidence and link them to their experiences.</i></p> | | |
| Lesson of the Day | <ul style="list-style-type: none"> - The teacher explains to the students that they will be working on making inferences from a text they will read. - The teacher activates students' prior knowledge and prompts them to share their ideas of what making inferences is as a whole class. The teacher then explains to the students what an inference is and pauses to make sure that the students have understood the definition. The teacher checks the students' understanding of the technique. | | 10 min. |
| Read Aloud | <p><u>Stage 1:</u></p> <ul style="list-style-type: none"> - The teacher asks the students if they have ever been on an adventure. The teacher reminds the students of some reading selections in their book that are related to this topic. She/ he points out that we can embark on adventures while visiting new places in our country, not only by traveling. The teacher elicits answers from the students and informs them that they will be reading about a new adventure. | | 15 min. |

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| | <ul style="list-style-type: none"> - The teacher informs the students that she/he will read an excerpt and points out that they need to pay attention to the way in which she/he is guiding them to draw inferences based on evidence from the text. - The teacher pre-teaches unfamiliar words (underlined) through his/her choice of activity. (<i>For example synonyms, pictures/illustrations, gestures, examples in simpler sentences, etc.</i>) | | |
| | <p><u>Stage 2:</u></p> <p>The teacher starts by providing the following context: This is an excerpt from a text about Grade 8 students going on an adventure to an amusement park as part of their end-of-year celebration before transitioning to Grade 9.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> 1) <i>Hudson, Davion, Tasha, and their friends Trey and Justin were waiting in line for the Twisted Twister. In front of them, the coaster rose <u>menacingly</u> out of the ground. From the very beginning, the Twisted Twister lived up to its name. The black coaster tracks <u>corkscrewed</u> almost immediately. Then, the riders in the yellow cars were given a moment to catch their breath as they were <u>cranked</u> slowly to the top of a hill. But the relief didn't last long. As soon as the roller coaster cars were over the peak, the track twisted again. And again and again and again.</i> 2) <i>"I've heard that it turns so much that, by the time you get to the end, you've gone 1080 degrees around. That's like four full circles!" Davion said with a <u>grin</u>. He was holding cotton candy in his hand.</i> 3) <i>Ordinarily, Hudson would have made a joke about how they taught math at school, Davion just didn't learn it. But, glancing at the Twisted Twister again, his stomach felt too tight to say anything at all.</i> 4) <i>Hudson personally felt that the Twisted Twister was terrifyingly huge. And horrifically twisted. And absolutely the scariest roller coaster he had ever seen.</i> 5) <i>This was the eighth-grade trip! He couldn't pretend to busy himself with <u>arcade games</u> and food, his friends would know what's up. They would tell him that he was acting like a little kid, too scared to go on the park's best ride. How is he ever going to be ready to go to high school with them next year?</i> </div> <p>During reading, the teacher asks general comprehension questions to check for understanding and keep the students engaged, such as:</p> | <p>Read-loud text</p> <p>Authentic Text: The Roller Coaster by Shelby Ostergaard (2021)</p> <p>"The Roller Coaster" by Shelby Ostergaard. Copyright © 2021 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 4.0.</p> | <p>20 min.</p> |

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| | <p>Q: Who are the main characters mentioned in the text? A: Hudson, Davion, Tasha, Trey, and Justin.</p> <p>Q: What were the characters waiting in line for? A: They were waiting in line for the Twisted Twister roller coaster.</p> <p>Q: How did the Twisted Twister start off according to the text? A: The coaster tracks corkscrewed almost immediately after starting.</p> <p>Q: What happened after the initial corkscrew of the ride? A: The riders were cranked slowly to the top of a hill, given a brief moment to catch their breath before the track twisted again multiple times.</p> <p>Q: How did Hudson feel about the Twisted Twister? A: Hudson found the Twisted Twister terrifyingly huge, horrifically twisted, and the scariest roller coaster he had ever seen.</p> | | |
| <p>Guided Reading</p> | <p><u>Stage 1:</u> (Whole class)</p> <ul style="list-style-type: none"> - The teacher uses a gapped graphic organizer (as a model, which includes some information from the text, some inferences, and some evidence) to guide the students in making inferences, then displays the read-aloud text and distributes the graphic organizer to the students. - The teacher rereads the read-aloud text and models to the students the thought process she/he went through when making inferences about the text and filling in the completed parts of the graphic organizer, using the “think-aloud” strategy. - The teacher continues to read making sure to pause while reading to ask guiding questions and bring students' attention to certain details that help in making additional inferences and complete filling in the graphic organizer with inferences and evidence. | <p>Read Aloud-text for the students</p> <p>Graphic organizer worksheet</p> | <p>20 min.</p> |

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| | <p><u>Stage 2: (Small groups)</u></p> <ul style="list-style-type: none"> - The teacher groups the students in homogenous groups according to the results obtained from the pre-assessment. - The teacher distributes several texts that suit the reading levels of the students in each group. - The teacher asks the students to use the template of the graphic organizer that was modeled to help them make inferences about the text they will read. The teacher explains that each group will have a small excerpt from a text on an adventure similar to the one from the read-aloud. - The teacher provides inference questions that help guide the students' thinking. - The teacher encourages the students to use the think-aloud strategy and to discuss their ideas together. <p>As the students are working, the teacher moves around to provide needed guidance. While working with the beginner/intermediate groups the teacher does the following:</p> <ol style="list-style-type: none"> 1. The teacher explains to the students the objective. 2. The teacher guides the students and works on one inference with them. 3. The teacher allows the students to practice together as she observes what they are doing giving constructive feedback. | <p>reading text</p> <p>Graphic organizer</p> | <p>20 min.</p> |
| <p>Independent Reading</p> | <p>In parallel with guided reading and as the teacher provides support and feedback to beginner and intermediate groups, proficient and advanced students work on the same task independently.</p> | <p>reading text</p> <p>Graphic organizer</p> | |
| <p>Formative Assessment</p> | <p>The formative assessment is embedded throughout the guided and independent reading activities and documented in the graphic organizers.</p> <p>In addition to the teachers' notes based on her/his observations.</p> | <p>N/A</p> | <p>N/A</p> |
| <p>Reflection</p> | <p>After going through the different stages of reading practices—read aloud, guided reading, and independent reading, and based on the results of the formative assessment, the teacher can identify the gaps/ needs.</p> <p>Accordingly, she/he can plan for future reading sessions making decisions, such as:</p> <ul style="list-style-type: none"> - deciding whether to move any students from one level/ group to another. - deciding whether to move on to a different objective or reteach the same one following different models to meet the needs of different students. | <p>N/A</p> | <p>N/A</p> |

