Lesson Plan#1

Grade: 4
Date: November 03, 2010
Duration: 45 min
Topic: Comprehension
Sub-Topic: Understanding Literal Stated Questions
Strategy: QAR:

Learning Objective: Student should be able to answer literal stated questions from a passage or story book.

Procedure:
Introductory Activity: Teacher will introduce the topic to the child by explaining to him that this lesson will help him learn how to figure out the answers to questions stated in a passage or paragraph.

To help the child feel comfortable and build up his self confident, the teacher will introduce herself to the child. The teacher will then ask the child a question from the introduction given, after the child respond, the teacher will praise him for answering correctly and explain that this exercise will just as easy.

Teacher Will:
Read a short poem to the child and tell him to listen for;
   ❖ Who the poem is about
   ❖ What the person likes to eat
   ❖ Where the person got the thing he or she is eating

2. Discuss the responses with the child allowing him to explain his answers.

3. Give the child a poem to read and ask him or her to read to find out;
   ❖ The title of the poem
   ❖ Who the poem is talking about
   ❖ Which day of the week is it
4. Discuss the answers with the child and if any is incorrect, ask the child to re-read the passage to find the correct answer.

**Culminating Activity**- The teacher will ask the child to read and find out something different from what was already about the person in the poem. After which the child will write a question that would fit the answer he or she found in the passage.
Poem #1

My Friend Tom

Tom is Big, Tom is strong
Tom eats mangoes all the day long
He sits under the mango tree, waiting to see
If a mango will fall, because he is not very tall
He counts his fingers, he counts his toes
Patiently waiting for the breeze to blow
When the breeze blows, then mangoes will fall
And Tom will sit under the tree, and eat them all

By Kimonia Campbell-Suckram

1. Who is the poem talking about ________________________________
2. Where is person sitting _________________________________
3. What does the person likes to eat? ___________________________
4. Where does the person gets the thing he’s eating? _______________

Poem #2

The best day of the week

Roy thinks Sunday is the best day of the week
Because on Sundays he gets his favourite things to eat
Rice and Peas and chicken too, and he gets to drink carrot juice
Today is Sunday and Roy is happy, he rides his bike and play with his puppy
He sing and dance and play in the street then later on he will have a feast.

By Kimonia Campbell- Suckram

What is the title of the poem? ____________________________________
Which day does Roy thinks is the best day of the week? _______________
What does Roy eats on Sundays? ___________________________________
Lesson Plan#2

Grade: 4
Date: November 03, 2010
Duration: 45 min
Topic: Comprehension
Sub-Topic: Making location Inferences.
Strategy: QAR:

Learning Objective: Student should be able to make location inferences from materials read.

Procedures:
Teacher Will:
✓ Read a short passage to the child and model how to draw inferences from the text to identify locations by using clues stated in the passage.

Example: After reading the following passage,
After the pastor finish preaching, the choir began to sing. They beat the tambourine and clap their hands. The children took their bibles and went to recite their golden text.

Question: Where are the people in the passage?

✓ The teacher will think out loud to help the child to understand how to use clues in the passage to get the answer.

✓ The teacher will then explain to the child that from reading the passage she can infer that the Children in the passage are at church.

✓ The teacher will highlight the clues in the passage that she used to identify the location of the people in the passage.

✓ The teacher will then highlight the clues in the passage give the child the passage to read and ask him to make the inference, where is Mary.

✓ The teacher will discuss the response with the child.
✓ The teacher will then give the child a passage to read and ask him to highlight the clues in the passage and make inferences to identify the location of the persons stated in the text.

✓ Discuss responses with child.

**Culminating Activity**: The teacher will write the names of two location on a sheet of paper and tell the child to write three phrases or sentences that could help his classmate to infer where the location is.

Evaluation- The main aim of this lesson was to help Orette to answer inferential questions about location. The lesson went well, and Orette seem to get a good grasp and understanding of how to use clues in a passage to make inference of a location. He was very engage and eager to learn and I believe that this attitude contributed to the success of this lesson. There could have been a few more activities in the lesson for Orette to participate in, however the activities that were done proved to be appropriate to teach that specific topic.
Activity for Lesson #2

Passage with highlighted clues

As we walked, the **waves** splashed on our feet. My sister Mary began to laugh, why are you laughing Mary? Mom asked. The **sand is tickling me under my toes**, Mary said and it feels really funny. Mom said I should sit under the tree and wait for her as she and Mary went to the changing room to change into their **swim suits**.

Where is Mary and her family? ____________________________.

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**Passage #2**

The bell rang and we form a line to go inside. All the children took their books and pencils out of their bags and sat quietly as the teacher wrote on the chalkboard.

1. Where are the children?_______________________________.

2. Highlight the words or phrases in the sentence that help you to identify the location.
Culminating Activity

For the two places listed below, write three words or phrases that will help your classmates to tell where the location is.

Supermarket
1. __________________________________

2. __________________________________

3. __________________________________

Bathroom
1. __________________________________

2. __________________________________

3. __________________________________
Lesson Plan #3

Grade: 4
Date: November 03, 2010
Duration: 45 min
Topic: Comprehension
Sub-Topic: Understanding Inferential questions
Strategy: QAR:

Learning Objective: Student should be able to answer inferential questions from materials read.

Procedures:

Teacher Will:

❖ Explain to the student that inferences is what is stated in the passage and what is already
known
❖ Read a passage to the child.

❖ Answer the following questions, explaining to the child how she use clues in the passage
  to arrive at the answer.

1. What could cause Tom to forget to eat?
2. Why did Tom say he was lucky?
3. Why was Tom hurrying to school?

❖ Allow the child to read a passage and then answer the following questions;

1. What caused Debby to fall?
2. Why was Debby crying?
3. Why would Debby mother wants to beat her?

❖ Discuss responses with the student asking him to explain how he arrives at the answer.

❖ Help the child to re-answer any incorrect answer by using information and what he
already knows to answer the question.
• Give the child a story to read and ask him to tell something that is not stated explicitly in the story about the main character.

• Discuss responses with the child.

Culminating activity- The teacher will tell the student to tell her something about him without explicitly saying so.
Activities for Lesson Plan #3

Passage #1
It was Monday morning, the sky was black and the breeze was blowing fiercely Tom hurriedly put on his uniform and ran to school. As soon as Tom reach school, the rain began to fall, I’m lucky Tom said, and then he began to feel hungry. Tom remembered he didn’t have breakfast, but he is going to have to wait until break time to eat.

Questions
4. What could cause Tom to Forget to eat?
5. Why did Tom say he was lucky?
6. Why was Tom hurrying to school?

Passage #2
One day, Debby was walking to school, she fell and her uniform got wet and muddy, there was ripe banana skin all over her shoe. The children laughed and tease Debby all the way home, Debby began to cry, she didn’t mind the children teasing her, she was afraid that her mother would beat her.

4. What caused Debby to fall?
5. Why was Debby crying?
6. Why would Debby mother wants to beat her