

Literacy Lesson: EHD 174 ECE - Reading

DATE: 02/25/12

1. TITLE (INCLUDE STRATEGIES): Interest Text Set: Reading for Understanding

1. Standard: English-Language Arts Third Grade Standard 2.4: Recall major points in the text and make and modify predictions about forthcoming information.

English-Language Arts Fourth Grade Standard 3.2: Identify the main events of the plot, their causes, and the influence of each event on future events.

1. BOOKS AND MATERIALS:

Stolz, M. (1961). *Belling the tiger*. NY: Harper & Row.

Snicket, L. (1999). *A series of unfortunate events: the reptile room*. NY: HarperCollins

Fine, A. (2003). *The return of the killer cat*. Great Britain: Penguin Group.

Fine, A. (2001). *Notso hotso*. Great Britain: Hamish Hamilton Ltd.

Kinney, J. (2011). *Diary of a wimpy kid 6: cabin fever*. NY: Amulet Books.

Reading response sheet

Pencils

Construction paper

Crayons

1. LITERACY OBJECTIVE: After the students pick a book of interest, they will listen to the student teacher read the book and then write a response recalling major points, cause and influence on future events. Students will demonstrate deeper comprehension by drawing a picture of the main character.

1. CONNECTION: Student teacher tells students, today you are going to pick a book that is interesting to you and I will read it to you. The student teacher also tells the student, you will write in your reading log and draw a descriptive picture of the main character.

1. VOCABULARY: Descriptive (describe the main character), Identity (what is the characters identity), Response (what is a reading response?).

1. TEACHING STRATEGIES:

Input:

1. The student teacher will tell the students about her favorite character in a book and tell attributes of the character.

2. Student will pick one book each that will interest them and tell the student teacher who their favorite character in a book is or what type of characters they like.

3. Student teacher will read one or both books (if time permits).

4. Student teacher will discuss book with students. *Ask: Do you have anything in common with the main character? What was your least favorite part of the story? What do you think this character looks like?*

Modeling:

1. Student teacher goes over how students will write a summary in their reading log and what the summary will contain.

2. Students will get to ask any questions they have about writing in reading log.

1. QUESTIONS:

Can you please tell me what the story was about, in your own words?

What was your least favorite part of the chapter?

Have you ever been in the same situation?

1. STUDENT PRACTICE:

Guided Activity:

1. Student teacher will discuss the main character with the students and tell the students that they will draw a picture of the main character.

2. Students will discuss together what they should draw to depict the characters identity.

Independent Activity:

1. Students will get supplies to draw the main character.

2. Students draw the main character.

3. Student teacher will give the students feedback.

1. ADAPTATION STRATEGIES: In order to help students that might be ELL, have book options with descriptive pictures, and student teacher will help any students struggling with writing in the reading log through giving ideas and asking questions. Students will work in pairs.

1. ASSESSMENT PLAN: Student teacher will make sure that the students are listening to the story through asking questions and making sure that each student writes in the reading log.

OTHER ACTIVITIES: San Diego Assessment will be given. *A Sense of Character* worksheet from the Literature Circles book. Books to read at different reading levels.

Instructor Feedback: Good lesson, but needs work. The objective tells about the lesson rather than specific learning outcome. It appears that the objective has to do with identifying the characters in the story.

Score: No Credit (0 points)

Revised Literacy Lesson: EHD 174 ECE - Reading

NAME:

DATE: 02/26/12

2. TITLE (INCLUDE STRATEGIES): Interest Text Set

2. Standard: English-Language Arts Third Grade Standard 2.4: Recall major points in the text and make and modify predictions about forthcoming information.

English-Language Arts Fourth Grade Standard 3.2: Identify the main events of the plot, their causes, and the influence of each event on future events.

2. BOOKS AND MATERIALS:

Stauffer, S. (2011). *Animal rescue team: show time*. NY: Random House Children's Books.

Kinney, J. (2011). *Diary of a wimpy kid 6: cabin fever*. NY: Amulet Books.

Williams, W. B. (1982). *A chair for my mother*. NY: Greenwillow Books.

Yang, B. (2007). *Always come home to me*. Massachusetts: Candlewick Press.
Construction paper

Scissors
Glue
Markers
Reading response sheet
Makers
Pencils

2. LITERACY OBJECTIVE: After the students hear a story they will be able to relate to the character and be able to discuss different traits of the characters.
2. CONNECTION: Student teacher tells students, today you are going to pick a book that is interesting to you and I will read it to you. The student teacher also tells the student, you will make a reading log today so you can write about the reading we do.
2. VOCABULARY: Analyze (the story they heard), Conclude (how to finish their reading log entry), Response (what is a reading response?).
2. TEACHING STRATEGIES:

Input:

5. The student teacher shows some books that she really enjoys to the students and tells the students what her favorite things to read about are.
6. Student will pick one book each that will interest them and tell the student teacher what their favorite books are.
7. Student teacher will read one or both books (if time permits).
8. Student teacher will discuss book with students. *Ask: Do you have anything in common with the main character? What was your favorite part of the story? What were the main points of the story?*

Modeling:

1. Student teacher goes over how students will make the reading log and once it is made what the students will write in it this week.
2. Students will get to ask any questions they have about making the reading log and writing in it.

2. QUESTIONS:

Can you please tell me what the story was about, in your own words?
What was your favorite part of the book?
What do you think would have happened if the main character did something else?

2. STUDENT PRACTICE:

Guided Activity:

1. Student teacher will then have students discuss the book with each other.
2. One student will write down what the students thought was important about the the story.

Independent Activity:

1. Students will get supplies to make their own reading logs: construction paper, glue, stapler, reading-response sheets, markers and stickers.
2. Students will make their reading logs.
3. Student teacher will give each student feedback.

4. Students will then write in their reading logs about the story.
2. ADAPTATION STRATEGIES: In order to help students that might be ELL, have an example of a reading log (student teacher's example) for the student to look at, also have book options with descriptive pictures, and student teacher will help any students struggling with making the reading log through giving ideas and asking questions.
2. ASSESSMENT PLAN: Student teacher will make sure that the students are listening to the story through asking questions and making sure that each student writes in the reading log they created.
- OTHER ACTIVITIES: San Diego assessment will be given. *A Sense of Character* worksheet from the Literature Circles book. Books to read at different reading levels.

Instructor Feedback: This lesson now has a clear objective.

Observation 2/29:

In teaching the lesson, students were absorbed in reading the chapter book as a result of how you prepared them for story and used questions. You checked their comprehension. To improve student's oral language, affirm response and then elaborate. When student gives incorrect answer, instead of saying "no," try "hmm, let's think about that." Your use of strategy to have student go back to text and reread showed expertise in teaching reading and helped students improve their comprehension.

Score: Credit (1 point)