

Kindergarten Reading Comprehension Lesson Plan Grace Streeter

<p>Grade: Kindergarten</p> <p>Materials:</p> <ul style="list-style-type: none"> • The book: <i>Love, Splat</i> by Rob Scotton • Story Map Manipulatives (See Appendix A) • Paper • Crayons/colored pencils/markers • Story Map Booklet Packet (See Appendix B) • Summarization Poster (for future reference) (See Appendix C) 	<p>Subject: Reading Comprehension - Summarizing</p> <p>Technology Needed: N/A</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • Students below proficiency will receive extra one-on-one help from the teacher to understand the information. The teacher will help the students to retell the story verbally or with sequence cards as needed. • These students will also receive an extra copy of the story, <i>Love, Splat</i>, so that they can have a visual handy for their project. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • Students above proficiency can include more information about the characters in summaries as well as the setting. • If the teacher sees that a student needs more of a challenge, she will give these students guiding questions to help them think about this information. <ul style="list-style-type: none"> - “Who do you think is the main character of the story?” - “Was it day or nighttime during the story? How can you tell? Why is it important?” <p>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</p> <ul style="list-style-type: none"> • Auditory: Students will hear guiding questions as well as the story being read aloud to them. • Visual: The resources in the appendixes will help the student be able to visualize their thought process for creating a summary. • Tactile: Students will be drawing pictures for the different sections of their summaries. • Kinesthetic: Students will be creating a booklet for themselves with their summaries at the end of the lesson.
<p>Objective(s)</p> <ul style="list-style-type: none"> • By the end of the first part of this lesson, students will be able to summarize a given story by identifying the characters, setting, and major events of the story verbally in a large group setting. • By the end of the second part of this lesson, students will be able to summarize a short story of their choice by creating their own story map booklet showing the characters, setting, and major events of the story. <p>Bloom’s Taxonomy Cognitive Level: Remember, Understand, Analyze</p>	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Small Groups: Students will work together with their thinking partners for discussion and may also work in groups for activities at their tables (Students will be grouped in the way the cooperating teacher usually has them grouped).</p> <p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will sit in their groups, stay in their spots, and have their eyes on the teacher for directions. • Students will take turns speaking and listen to the person who is talking at all times.

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	<ul style="list-style-type: none"> While having discussion time with their thinking partners, students will listen to their partners and will share out the information as instructed.
Minutes	Procedures
5-10 min	Set-up/Prep: <ul style="list-style-type: none"> Have one copy of the Story Map Manipulatives (See Appendix A) Printed out and ready to use. Have coloring tools out and ready for use (This would be for the second half of the lesson). Have enough Story Map Booklets (See Appendix B) printed out so that each student will have one (This will also be for the second half of the lesson). <ul style="list-style-type: none"> - These booklets can be stapled together
2 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Begin by gathering the children together to read the book and discuss definitions. <ul style="list-style-type: none"> - “Alright everyone! Join me on the rug to work on summarizing!”
10-20 min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Before reading the story, explain to the students that they will be learning to summarize a part of a story. Once the students are seated, review summarization with them. Ask them what they know about summarization. <ul style="list-style-type: none"> - “Today, we will be summarizing a story! Does anyone remember what it is to summarize a story?” - Allow for 2-3 responses at most. The students must raise their hand to respond. Once they have responded, give a brief description of summarization to refresh them on it. - “Summarizing is retelling the story but including only the most important parts and big ideas.” - “When you are summarizing a story or part of a story, the most important details to include are the main characters, the setting (where the story takes place), and the big events or problems that the characters faced and how they fixed it or how the story ended (Solutions/Ending). - While you are listing the 4 parts of summarization, hang up the Story Map Manipulatives (see Appendix A) on the board so that the students have a visual for the different important aspects of the story. “Today, we are going to read <i>Love, Splat</i> and summarize the story.” <ul style="list-style-type: none"> - “When I summarize this story, I know I cannot include every detail...but I can include the important parts...” Read the story. After finishing the story, walk the students through the 4 main aspects of summarization for the story. Engage the students by asking questions like: <ul style="list-style-type: none"> - Who are the characters in this scene? How do you know they are the most important characters? - Where does this story take place? How can you tell? - What are the most important things that have happened in the story? (What were the main events?) - How did the characters solve the problem? How did the story end? Ask more questions to relate the story to their own personal experiences if time allows. Explain that the 4 questions (Characters, Setting, Events/Problems, Ending/Solutions) help them to remember and talk about the most important parts of their own stories that they tell their friends and family. <ul style="list-style-type: none"> - There might be many more details to the story, but these questions help them narrow it down to the most important parts so they can summarize and retell it to someone. Transition to the next part of the lesson or wrap up the lesson for the day. The lesson can be extended further in the next reading period if need be.
20-25 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Transition the students from the previous activity into summarizing a scene of their favorite story or movie. <ul style="list-style-type: none"> - Review previous knowledge (Definition of Summarization, the 4 aspects of summarization, etc.) - “Do you remember how we summarized <i>Love, Splat</i>? Do you remember the 4 things that we looked for when we summarized the story?” - Review the summary of <i>Love, Splat</i>. Have the students help you to re-summarize the story. - “Now we have a shortened version of the story/scene that includes the most important parts of the story!” - “Now that we have learned how to summarize, you can summarize a part of your favorite story or movie!” - Emphasize that they only need to summarize a part of it. Direct the students to sit at their table spots. Hand out a Story Map Booklets (See Appendix B) to each of the students. Instruct the students to take some time to think about a scene from their favorite story or movie. When the students are ready, instruct them to begin by writing the name of their story/scene on the front of their Story Map Booklet.

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	<ul style="list-style-type: none"> • Guide them through the process of the Story Map Booklet. After each question allow them time to think about it and to draw it. <ul style="list-style-type: none"> - “Who were the main characters in this part of the story?” - “Where did this part of the story take place?” - “What was the big event/problem in this part of the story?” - “How did this part of the story end/ how was the problem solved?”
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • After giving the students time to think about and draw their summaries, have them share out their summaries to their thinking partners. Tell them to: <ul style="list-style-type: none"> - Show the pictures to their partners - list out the main characters and the setting of the story and - talk about the main events as well as their endings/solutions. • Walk around as they give their summaries and listen to see if they understood the four parts. • Transition into the next activity/lesson.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Ask clarifying questions throughout the lesson to check the students’ understanding of the four parts of summarization. • Walk around throughout the lesson and observe the students’ drawings of the different parts of summarization. <ul style="list-style-type: none"> - As you walk around, ask the students to share with you what they are drawing for each of the parts. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • Split the lesson plan into two separate days if the students need a break. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • Students will use what they have learned to create Story Map Booklets at the end of their lesson. This will show their overall understanding of the four parts of summarization: characters, setting, events, and solutions. <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Upon completing my first time teaching this lesson plan, I think that it went really well overall! The students seemed very receptive to the information, and they were easily able to understand the information that I was teaching them. The students greatly enjoyed the story <i>Love, Splat</i>, and were engaged in my story telling. They easily understood the four main parts of summarization and were able to communicate their meaning to each other as well as to me. By the end of the lesson, all of the students understood that, to efficiently summarize any story, they should include the main characters, setting, the big ideas/problems, and the ending/solution. The students also loved creating their own booklets and drawing pictures to describe their understanding of each aspect of their own chosen story. The students all described their stories to me based on the pictures they drew and understood how this shortened version of the story was easier to tell a friend or family member.</p> <p>I did have to make a couple changes to the lesson as I taught it. For the students who could not think of a story to do their project on, I allowed them to summarize <i>Love, Splat</i>. This was an easy change, but it made the lesson more relaxed and focused on their understanding of the subject. Also, I did not teach the lesson in just one day as I originally planned. I could see before teaching the lesson that the students would not have the attention span to pay attention to both parts of it in one sitting. However, I had planned for this being a possibility, so I was easily able to make this change.</p> <p>Overall, in looking back, I do think that I did a good job of teaching this lesson. However, I would make a few changes. I would like to incorporate more classroom management throughout the lesson. I did feel a bit unprepared in that area because, in the moment, I forgot a lot of the classroom management techniques that Mrs. Selensky already used in the classroom. In the future, I would like to prepare more in this area so that I am not thrown for a loop when I actually start teaching the lesson. If I do this, it will make for some smoother transitions into the different parts of the activities/lessons. Now that I have been in this classroom for a week now, I believe that I have learned strategies and techniques that will help me to improve in this area in my future lesson plans.</p>	

Story Map Manipulatives

Setting



Characters



Problems



Solutions



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Appendix B

Story Map Booklets

Title: _____



Characters



Setting



Problem or Events

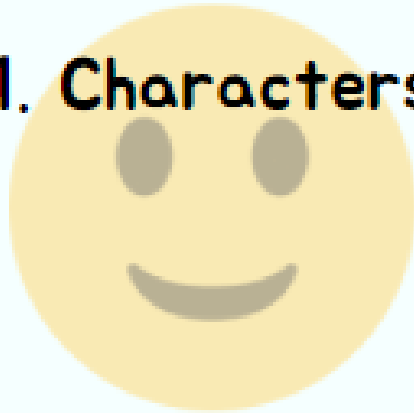


Solutions or Ending

How do I summarize a story?

Start with:

1. Characters



2. Setting



3. Problems
or
Events



4. Solutions
or
Ending

