

## **Grouchy Ladybug- Sense of Story Lesson Plan**

**Date: Thursday November 4, 2009**

**Objectives for today's lesson:**

Students will be able to identify the beginning, middle, and end of stories, both as a whole group and independently, as evidenced by completion of graphic organizers related to sense of story (beginning, middle, and end).

**Materials & supplies needed:**

-The Very Grouchy Ladybug Story,

-Teacher Whiteboard and marker or Smartboard

**Procedures and approximate time allocated for each event**

• **Introduction to the lesson**

Start with mystery bag. "I have something in this bag..." Give three clues stopping after each clue to allow students to guess. This thing is very tiny in real life. It is red. It is very grouchy.

"When you look at our schedule we do many things. At the beginning or at the start of the day we do journal, at the middle of the day we have lunch, and at the end of the day we put our daily folders into our backpacks."

"While I am reading I want you to pay close attention to the beginning, middle, and end of this story."

"The beginning of a book is like (4 pages), the middle of the book is about (4 pages), the end of the book is about (4 pages)" Mark off pages in the book to give students a visual of each part. "The beginning of the story is when we learn about the very beginning, we might learn about who the characters are or what they are doing. In the middle, we might begin to see a pattern, a problem, or a conflict. In the ending, the story will conclude, a problem or conflict may be solved and the pattern will end."

"Please remember no blurting and to keep your hands to yourself."

(5 minutes)

• **OUTLINE of key events during the lesson**

We will begin reading the story. Students will be asked to hold their thoughts and ideas until the end of the story. "Since I am just starting this story it must be the beginning." "Hands down, please." I will have students join in to say, "Hey you, said the grouchy ladybug. Want to fight?". During the middle of the story, I will say that I am starting to notice a pattern, we will stop to talk about how sometimes the middle of a story has a pattern. "It seems as though the pattern is ending, and the

**Academic, Social and Linguistic Support during each event**

By having students join in to read with me, I think that I will eliminate students from blurting and acting out (primarily A and Z.) I will point to the animals when I say their name and we will briefly talk about them(ex. this is a yellow jacket it is like a bee), this will help J(ELL) and any other student who may not have all of the necessary vocabulary. We will stop throughout the story to discuss the story but to also talk about beginning, middle, and end, which will help to make these terms more concrete by showing students what the middle of the story is. By breaking up the story, distractions and blurting should be minimized and students will be more engaged and will benefit from the story.

1. J is an ELL, this is usually not a problem. However, she sometimes needs directions

*grouchy ladybug seems to no longer be grouchy, maybe this is the end of the story." (15 minutes)*

*"Can anyone remind me about what it means to summarize a story?(Retell the story using your own words) Has anyone ever heard that stories have three parts? This is my turn to talk but please show me by thumbs up. One way we can summarize is to think about the three parts of a story: Beginning, middle, end. The first part is the beginning, what letter do you think beginning starts with?" ... "That's right a 'B', so I will write it here. What do you think middle starts with?"... "That's right! 'M', I will write an 'M' here. What do you think end starts with?"... "That's right! 'E'. I will write 'E' here. This chart can help us keep track of what happened during a story. Let's try to fill this in together."*

*"Let's start with the beginning. The beginning is what happens in the first part of the story. So who can tell me some things that happened at the beginning or in the first part?" (Expected answers: "She was eating aphids." "She wanted to fight another ladybug." "She wanted to fight a bee." Etc.) "Well let's draw a picture of her eating because that happened at the very beginning and she did want to fight, but remember how we noticed that her wanting to fight was a pattern and the pattern or repeating part of the story usually happens in the middle of the book."*

*"Now let's try the middle. The middle is everything that happens after the beginning and before the story ends. Can someone tell me something that happened in the beginning?" (Expected answers: "She wanted to fight a snake." "She saw a snake." "She saw a gorilla." "She wanted to fight a gorilla," etc. ) "I noticed that she saw a lot of animals and that every animal she saw, she wanted to fight. Could we summarize her wanting to fight the snake and the gorilla by saying and drawing that ladybug wanted to fight. I know all of you fantastic first graders are awesome with speech bubbles, what could I write in a speech bubble, to help summarize what the ladybug said?(Hey you, want to fight?)".*

*"Now we are almost done, what happened at the end of the story? Can someone give me any ideas?" (Expected answers: "The whale did not want to fight. His tale slapped her back to her leaf." "She was tired and hungry." "The other ladybug was nice to her.") "Those are all very good ideas. Right before the story ended she was tired, hungry, and sitting on a leaf with another ladybug eating, I noticed she didn't seem grouchy anymore, do you think the problem was solved? Is it important that she isn't grouchy? I am going to draw the ladybug saying 'thank you' because she was no longer grouchy, she made a friend, and it happened at the end of the story."*

*(15 minutes)*

### **• Closing summary for the lesson**

*"A good way to check to see if we have really picked the most important parts is to try to retell the story or to try to summarize the Grouchy Ladybug by using the pictures in the chart. If we can tell the story using just these pictures and it makes sense, we have done a good job. If the story doesn't make sense, we know that an important part is missing and that we probably didn't pick the most important parts. Who would like to try to tell the story using just the ideas in the pictures on our chart?"... "Did our story make sense?...We might not have had every detail, but there was enough there to get a good idea of what happened in the story, which means that we did pick the most important parts! You did such a nice job! By using our chart you were able to not forget any important parts. Charts can be very helpful in helping us remember the beginning, the middle, and the end of a story and can be very helpful when we try to summarize a story. When we summarize a story we are retelling the story but we are using our own words. We practice using things like these charts to teach our brains what to think about as*

reworded and visually modeled in order to clearly understand the task.

2. Z has severe ADHD, and is medicated. If he remembers his medicine in the morning, this should not be an issue because the lesson is done very early in the day.

2. A often has behavioral issues. He is on a behavioral plan, which will be in place, and will be monitored and disciplined as needed.

<p><i>we read. Eventually, our brains will be able to organize information like this without charts. Next week, you will be able to make your own chart that can you bring home to tell your family about a story we will read at school." (3 minutes)</i></p> <p><b>• <u>Transition to next learning activity</u></b></p> <p>This activity will conclude right before group time begins and students will already be at the carpet. We will have students stand up and follow the teacher to get out the wiggles before beginning calendar.</p>	
<p><b>Assessment</b></p> <p>We will specifically be listening for suggestions that follow the order of the story. If students can successfully suggest ideas in chronological order, naturally, we expect them to be able to complete this chart on their own next time, now that they are familiar with this vocabulary. With the addition of focusing on the most important ideas, I think they might need a bit more support (which you can give as they are working independently). I do agree that they would likely be able to identify <i>something</i> from the beginning, middle, and end, but think they might need a bit more support on determining importance.</p>	<p><b>Academic, Social, and Linguistic Support during assessment</b></p>
<p><b>Reflection</b></p> <p><i>This lesson went really well. Students were introduced to the three parts of a story, beginning, middle, and end, and were able to apply these skills to their former knowledge of the word summarizing. By forming this connection, the learning became more meaningful and also added value to their ideas of summary. Students contributed to their learning through a guided writing assignment which helped students to learn the expectations of them and their BME charts (for future reference) they were also introduced to these concepts. I was impressed by students answers. They suggested answers very similarly to what I expected them to, however, I was impressed by their sequencing ability. At one point, one boy suggested something that happened at the beginning as an idea for the ending. Before I responded, he said, "wait no, can I think a second." Within a few seconds, he changed his answer to a correct answer. I asked him why he changed his answer, he said it didn't make sense because of the order.</i></p> <p><i>If I taught this lesson again, I would tie this idea of beginning, middle, and end with the idea of that events happen in a certain order (sequencing) and how order is always important especially when summarizing a story. I would also use our knee-to-knee buddies, which would allow students to quickly share their idea with a buddy before we talked about it as a class because this would allow all students a chance to talk and share.</i></p> <p><i>I learned how modeling this strategy and thinking aloud exactly what I was thinking while I was reading about beginning, middle, and end, was very helpful for them because they were able to reuse some of the 'key definition' phrases that I used with them.</i></p>	<p><i>Doing the chart as a class, did not show me students who were really struggling with this concept. This was an introduction less and there was not an individual task-time. Next week, when students complete this chart on their own, I will know who needs more help with these concepts. I also think that the knee-to-knee buddy would have helped me to better assess where students currently were with their sense of beginning, middle, and end.</i></p>

## **Caterpillar Word Making Lesson Plan**

**Date: Wednesday, November 4, 2009**

### **Objectives for today's lesson:**

Students will be able to identify and sequence the main events in a series of short children's books.

Students will be able to apply and express ideas through pictures and words through activities that will help them document their thoughts and opinions.

### **Materials & supplies needed:**

-Premade book

-Crayons

-Pencil

-Sequencing pictures (Egg, Caterpillar, Cocoon, Butterfly)

### **Procedures and approximate time allocated for each event**

#### **• Introduction to the lesson**

"Let's think back to the story we read yesterday. (Hold up book) Who remembers what this beautiful caterpillar turned into? Whisper it to me." (Expected answer: "Butterfly".) Today we are going to make a storyline about the lifecycle of a butterfly. What is a life cycle? (expected answers: what happens to a caterpillar when it grows up, an actual statement about egg, caterpillar, cocoon, butterfly). When we talk about a lifecycle, we are summarizing a caterpillar's life, we do not say every single thing that happens to a caterpillar we say the important things. We are going to practice summarizing a caterpillar's life, by remembering the order or the sequence that happens to a caterpillar, a caterpillar does not turn into an egg, right? That doesn't make sense, a caterpillar comes out of an egg. So an egg comes first. You will be asked to use your scissors to cut out these 4 squares. Try to remember to be in the one-piece club. Then you will glue them in order in one of these books. Next, you will write a sentence under each picture telling the reader what is happening. You can write anything about the picture, but try to remember to challenge yourself. Let's try to think of some things that you could write about the egg. Ask students at varying levels to get different difficulty suggestions. If no one suggests a basic idea such as, 'this is an egg.' I will suggest it because it may be some of the students who struggle the most who may not have an idea. Then add color, these are going to be beautiful I cannot wait to see them. Please return to your desks after I had you your papers and get started. Raise your hand if you have any questions." (5-10 minutes)

#### **• OUTLINE of key events during the lesson**

While students are working, the teacher will circulate to help students. The teacher will not be giving students answers, but instead will be asking them questions about a

### **Academic, Social and Linguistic Support during each event**

By giving examples of different types of sentences, many struggling students will be assisted. Since the assessment is not on their ability to construct sentences but instead on sequencing, the sequencing is the most important part. The writing is an added benefit for many of the students. A, P, C will all need extra help with their writing, they have difficulty finding the beginning and ending sounds in words. I will need to stop by A, P, C, Z, often to make sure they are on task. A and Z may need some assistance with the fine motor skills of cutting and gluing the images. I will not do this for them, but if their time is becoming consumed by the

<p><i>caterpillar, what they can remember from what we learned in science, and in the story. If a student cannot remember the teacher will put all of the pictures in a line, and will ask questions to help students to logically think about what happens next.</i></p> <p><i>Students will be given a 5 minute warnings to put on the finish touches.</i></p> <p><i>Students will be expected to clean up their messes, put their tools away, and to have their name on the back of their papers.</i></p> <p><i>(15-20 minutes)</i></p> <p><b>• <u>Closing summary for the lesson</u></b></p> <p><i>"Who can tell me what a butterfly starts as? Then what happens? (We will walk through each step of the cycle."</i></p> <p><i>It is very important to think about sequencing when you are summarizing a story or a lifecycle because if the order is mixed up it might not make sense. If the order is mixed up then the story is changed and you are no longer summarizing, but instead making up a story.</i></p> <p><i>(5 minutes)</i></p> <p><b>• <u>Transition to next learning activity</u></b></p> <p><i>Students will be sitting at their desks and will be asked to transition to the carpet for group time and to find their special spots.</i></p>	<p><i>cutting process I will offer to help them. Since students are making their own 'mini-books', I think they will remain very engaged and curious with this task. They love being able to share their work with others and creating a book, seems like something that will interest all students.</i></p> <p><i>The open-ended writing assignment allows this assignment to challenge all students.</i></p>
<p><b>Assessment</b></p> <p><i>Teachers will collect the story lines to assess students ability to sequence the 4 story cards. Teachers will be reading the students' story to take note of their "think spelling' ability.</i></p>	<p><b>Academic, Social, and Linguistic Support during assessment</b></p>
<p><b>Reflection</b></p> <p><i>This assessment showed me that students learned how to sequence events. All students were able to sequence the four pictures by gluing them in the correct order. Students challenged themselves through their writing. I was very impressed with this lesson. Students were engaged and exciting about making their own books.</i></p> <p><i>I learned how making a writing task exciting (by making books) students became more excited and challenged themselves to do their best because they were excited by the assignment. I think that this is a good thing to remember, that I do not have to do something too exciting to make them exciting, it just needs to be something a little bit less common, or something not done every day.</i></p> <p><i>If I did this lesson again, I would give them more images to sequence because after I helped them with the egg coming first, all thought that was basic and I think they would have gotten this correct, this left them with only 3 images to sequence entirely on their own. I wish there would have been more. I also made the book front and</i></p>	<p><i>All students successfully sequenced these events. I do not need to re-teach this material but I do think more experience for all students with sequencing more items, is necessary before saying that all students have mastered sequencing.</i></p>

*back. I would change this to make this only one sided or I would add page numbers because students were slightly confused about the concept of front and back.*

## Making Words (Caterpillars) Lesson Plan

**Date:** Wednesday, November 3, 2009

### Objective for today's lesson:

Students will be able to use word chunks (such as -ike, -ake, -at, -it, -ap, -ate, -ail, -ate) to independently blend and segment words.

### Materials & supplies needed:

-Letter Tiles for each students

-Smartboard Lesson

### Procedures and approximate time allocated for each event

#### • Introduction to the lesson

"Today we are going to do a making words lesson. You might notice that you will be getting a lot of letters. All of these letters together make a very big and very special word. First we are going to make some smaller words, some of these words have chunks from some of the words on the word wall, this will help you to learn these chunks and will teach you how to spell and read new words. By learning and using these chunks you can learn a lot of new words very quickly. You will become very smart. Make your letters look just like mine do on the SmartBoard. Remember to give me a special wink if you think you know the special word, do not blurt this word because it is a secret." (3 minutes)

#### • OUTLINE of key events during the lesson

"Let's start with making 'at'. ... Let me show you and follow with me if you need to change your letters. Now try adding one letter to make the word cat. What letter did you add to make the word cat? Where did you add it?" ( Expected answers: 'C at the beginning... C A T'.) We will follow this pattern with each new word (pat, rat.)

Then we will do: it, sit, pit, "Let's try a very tricky presto-change-o to make the work tip." Next we will try the word: lip. Lets find the word wall word 'will', will is a special word on our word wall because it ends in the word ill. Lets try to make the word ill with our tiles. We will also make pill, till, still.

"Make your tiles match mine. My sat A T E, ate is the word ate. The word ate has a silent e at the end. The e is silent because when we try to sound out the word, we do not say the sound at the end. The silent e is also tricky because it makes the a sound long." Compare 'at' and 'ate' to notice the difference in the a sounds. Then we will try the words: rate, late, plate, slate.

Another way to make the tricky long 'a' sound is by using the vowel chunk ai, is you put an 'l' at the end of this chunk it sounds like 'ail' (demonstrating this while pulling down tiles and sounding out the word.) Now, that you know the chunk ail, try to make the word pail...sail...rail...tail... If time permits other random challenge

### Academic, Social and Linguistic Support during each event

I am planning to be teaching these skills rather than assessing the students. If a student struggles, the student will have the opportunity to make the word with me, I will encourage them to try to find a chunk or a beginning sound, but some students may not excel past this point of their own. I will walk around the room a lot during the lesson in order to help students when needed. I will stop by A and Z often to make sure they are on task and to help them individually, they sometimes need help saying the word slowly in order to notice the sounds in the word. I will also stop by T,W, P, J,C often to see when a further it is time for me to model, creating the word. (These students are smart and try very hard but this task will not come easy to them, my goal is to have this as a learning experience for them and I do not want them to become frustrated, in order to achieve this, I will be sure to tell them to try their best but that we will go over it together as a class soon.) 1. J is an ELL, this is usually not a problem. If I ask about a specific word and give an example sentence she may raise her hand to re-say the word to me if it is a word she is unfamiliar with, to check herself to make sure she is

words that may provoke thinking of the secret word will be done at the end, such as: car, pet, followed by carpet (with a brief suggestion of if there is a tricky word see if you can find smaller words. Other challenge words: pillar, pillars. Last: caterpillar.

All throughout this lesson students will be given time to work, if and when more than one student begins to struggle the teacher will demonstrate how to make this word to the whole class, while making it clear that students are expected to be doing the same thing with their tiles. This assignment introduces and builds on chunks that some students have experience with and some students do not. Some students are familiar with long vowel sounds but some are not. In order to have this meaningful to all students a review/introduction will help them to make the most of their time.

I want you to whisper the secret word to me right now if you think you know it. "The secret word is caterpillars. Let's try to make this one." Students will be given approximately 20 seconds to explore and then teacher will begin making this word on the SmartBoard while using 'turtle-talk'.

(15-20 minutes)

### • **Closing summary for the lesson**

The closing activity is where all of the words we have made are on the SmartBoard. We read all of the words together to further familiarize and build our vocabulary. Then as time permits, we sort the words based on chunks (-at, -it, -te, -ail), as a class, with one student coming up at a time to say a word and to move it to the 'designated' spot on the whiteboard. This is a good review of all of the words we have practiced making and a good review on finding word chunks in words visually rather than based on auditory skills. This was good practice for when we write in our journals, if we do not know a word, we can try to think of a letter or sound chunk you might know to try to figure out the word. This is a very good strategy. (5+ minutes based on time)

### • **Transition to next learning activity**

Students will be at their desks and will be assigned letters to walk around to all of the desks to pick up and hand to the teacher. Some students will not have a letter to pick up and will go straight to group time. Other students, after helping to pick up, will find their special spots to be ready for group time.

attempting to spell the correct word. In order to support her, I need to make sure I always call on/approach her when she raises her hand even if it is not a designated question/answer time because her question may be crucial to her ability to follow the task. She is good at raising her hand when she needs help, I do not have to remember to ask her every step of the way, if it is a English Language questions, she always pops her hand into the air immediately.

2. S is sometimes struggles with remember to not blurt. This was originally an issue when I first began working on this unit plan. But before my GLT started, S and I made a behavioral solution to the blurting about how her and all of her teachers could together solve the problem. Since the day this was instated, blurting has not been a problem. I complement her often for raising her hand and in a more private manner I congratulate her on doing a great job with the 'plan'.

3. Z has severe ADHD, and is medicated. If he remembers his medicine in the morning, this should not be an issue because the lesson is done very early in the day. Someday he may challenge the teacher or authority figure, this is a good reminder that she should be asked if he remembered his medicine. If he says he forgot this is a simple fix.

4. A often has behavioral issues. He is on a behavioral plan, which will be in place, and will be monitored and the previously agreed upon consequences will be used as needed.

## **Assessment**

After each word is said, teacher will circulate the room to see how students are sounding out the word. This is an on-going activity that is done at least once a week to develop students' abilities to segment, blend, and sort words while considering common word chunks.

## **Academic, Social, and Linguistic Support during assessment**



<p><b>Reflection</b> <i>(What did students learn? What did I learn about teaching literacy? What went well? What would I do differently next time?)</i></p> <p><i>Students did really well with this lesson. There was a lot of support for the struggling students. My goal for this lesson was to chose words and word chunks that would not be too easy for all students, but that all students could understand. I think that building words from chunks in other words and having students see how changing one letter could make a new word helped students realize how many words they can use. I was pleased that by grouping words the way I did, many of them realized the pattern. I would usually tell them for the first or second word of a 'series-chunk' that they could try to only change one letter or two letters depending. However, I would usually have them put all of the tiles back up to the top of the desk before going on to the last word, to see if they could remember the chunk that they were just using. I was very pleased that the majority of the students could remember.</i></p> <p><i>I decided to grab the word 'will' off of the word wall to use as a reference point and to try to show students how this really related to them. I think this was a very good decision. Lauri and I both noticed how they started looking to the word wall for common chunks, when they struggled with writing. The long a sound, was challenging for all students but it worked well as a beginning introduction to the long a sound especially for the more advanced students. When I began working on the long a sound with them, they referenced and remembered the term silent e even though they could not explain it.</i></p> <p><i>Lauri and I have both taught these tile word making lessons before, but we have never tried it with the entire class, we always try it with small groups based on ability. However, I think that this lesson type can be done with the class but it was beneficial to have both Lauri and I there for support especially with the long a introduction.</i></p> <p><i>If I taught this same lesson again, I would give myself an extra ten minutes. I think that it would have been nice to re-explain the long a chunks before concluding the lesson. I also realized that I began to rush and I had to eliminate the words: rate, slate, sail. I also would make car, pet, carpet, a higher priority because I think this would have been an easy time to briefly introduce the concept of looking for not only chunks but also small words.</i></p>	<p><i>(Which students struggled with the material? How will I re-teach these students)</i></p> <p>The lesson was successful, students got different things out of this lesson. Some students may have only had more experience learning letter sounds and forming that correlation. However, I think that all students benefitted from realizing chunks appear in multiple words from looking at the word 'will'. These are ongoing concepts that students will continue to develop over the course of the year but all students showed understanding and were interested and curious in the word making process today, which I see as positive.</p>