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| Name: Lacen Kinkel | Date: November 12, 2013 | |
| Classroom Location/Teacher: Cumberland County-Kindergarten/  Steve Hughes  *My Teacher for President* by Kay Winter  ***Classroom Leaders/Presidents will be used throughout this lesson.*** | Topic/Subject: Shared Reading Lesson | |
| **Curriculum Standards**  *SOL(s):*  Oral Language:  **K.1** The student will demonstrate growth in the use of oral language.  a) Listen to a variety of literary forms, including stories and poems.  b) Participate in a variety of oral language activities including choral and echo  speaking and recitation of short poems, rhymes, songs, and stories with repeated  word order patterns.  **K.2** The student will expand understanding and use of word meanings.  a) Increase listening and speaking vocabularies.  c) Use words to describe/name people, places, and things.  d) Use words to describe/name location, size, color, and shape.  e) Use words to describe/name actions.  f) Ask about words not understood.  g) Use vocabulary from other content areas. **K.3** The student will build oral communication skills.  a) Express ideas in complete sentences and express needs through direct requests.  b) Begin to initiate conversations.  c) Begin to follow implicit rules for conversation, including taking turns and staying on  topic.  d) Listen and speak in informal conversations with peers and adults.  e) Participate in group and partner discussions about various texts and topics.  f) Begin to use voice level, phrasing, and intonation appropriate for various  language situations.  g) Follow one- and two-step directions.  h) Begin to ask how and why questions.  Reading:  **K.5** The student will understand how print is organized and read.  a) Hold print materials in the correct position.  b) Identify the front cover, back cover, and title page of a book.  c) Distinguish between print and pictures.  **K.6** The student will demonstrate an understanding that print conveys meaning.  b) Explain that printed materials provide information.  **K.8** The student will expand vocabulary.  a) Discuss meanings of words.  b) Develop vocabulary by listening to a variety of texts read aloud.  **K.9** The student will demonstrate comprehension of fictional texts.  a) Identify what an author does and what an illustrator does.  b) Relate previous experiences to what is read.  c) Use pictures to make predictions.  d) Begin to ask and answer questions about what is read.  e) Use story language in discussions and retellings.  f) Retell familiar stories, using beginning, middle, and end.  g) Discuss characters, setting, and events.  *Essential Question(s):*  Will the students develop comprehension strategies (questioning and prediction) through the use of fictional texts?  Will the students actively participate in partner sharing and in whole class discussion?  Will the students expand their understanding and use of word meanings (oral and listening vocabulary)? | |
| **Lesson Objectives:** *A statement or statements of what the students will be able to do as a result of the lesson. Need to be observable and measurable.(ABCD format)*  The students will be able to identify all four vocabulary wow words from the text with 90% accuracy.  The students will be able to develop at least four statements for each section of the K and L sections of the chart with 100% accuracy.  The students will be able to develop at least four questions for the W section of the chart with 100% accuracy.  The students will be able to work in partners to discuss what they K,W,L with 100% accuracy.  The students will be able to remember the definitions for all four vocabulary wow words from the text with 100% accuracy.  The students will be able to answer comprehension questions about the story with 90% accuracy.  The students will be able to use picture clues to figure out what is happening throughout the story with 90% accuracy. | |
| **Assessment of Objectives:** *Describe how you will collect evidence that individual students have indeed met the lesson objective(s). These need to be tied to the degree or criteria from your objectives.*  Evidence to display student understanding will be collected through formative assessments before, during, and after reading *My Teacher for President* by Kay Winters. The students will be expected to know concepts of print regarding book position, title, author, and illustrator. After the introduction of the four vocabulary wow words, the students will be expected to repeat each word back to the teacher through echo response. Students will be asked to use their prior knowledge and past experiences in connection with the meaning of the four wow words provided by the teacher. The students will be asked to use picture clue to figure out what is happening throughout the story. The students will also use questioning to ask what they want to know about the president. By the end of the story, students will review the questions made to determine whether or not these questions were answered within the story.  Using the thumbs up and thumbs down, I will be able to check for student understanding of vocabulary and comprehension of the story.  Using unison response, I will be able to check for general student understanding of known material.  Using a K,W,L chart, I will be able to record students responses about what they know, what they want to know questions, and what they have learned.  Students will share these questions with a partner. | |
| **BEFORE (Content, Viewing or Listening):**  ***Teacher:*** *Focusing attention, laying the groundwork, creating interest, sparking curiosity, students understand the purpose “the why” (set a purpose, explicit explanation of expectations, modeling)*  ***Student:*** *Strategies to obtain prior knowledge, similarities, connections, analogies, think about thinking “metacognition” (discussing, organizing, writing, vocabulary)*  Explicit Expectations: (Smarties Management System)   * The lesson will begin by stating behavioral and instructional expectations while we read.   (Sitting Indian style, keeping our bodies to ourselves, turning on listening ears, and raising your hand to ask a question, etc.)   * A piece of the Smarties pack will be given when behavioral and/or instructional expectations are met.   Introduction of the President:   * “Does anyone know who this is a picture of?” Hold up picture of Barack Obama * Explain that the president of the United States is the leader of our country. * Explain that there are many types of leaders. “Who would be the leader of this classroom?” * Explain that the teacher is the leader of the classroom. * “Can you think of any other leaders?” Have students share. * Fill in the K section of the K,W,L chart. “What do we know about the President?”   Questioning:   * Explain that the middle section is things that we want to know about the president. * “We ask these things by asking questions that start with who? what? where? when? why? or how?” Have   students chorally repeat. “Can you think of something you would like to know about the presidents beginning  with one of these words?”   * Fill in the W section of the K,W,L chart with questions. * Explain that at the end of the story we will check to see if our questions have been answer. “When we are   reading, our questions are not always answered and that’s okay.”  Target Vocabulary: Wow words  “Before we read the story we first we must learn our four wow words to help us with the story.” Introduce the four vocabulary wow words. “Our first word is election, what is our first word?” The students will repeat the word, echoing  after the teacher. “Does anyone have any idea what this word might mean?”. “If you think you know what this word  Means give me a thumbs up”. Choose a few students to share what they think. Lift up flap to reveal the student  friendly definition. “This word means to vote for someone or something”. “Turn to your partner and tell them who or  what you might vote for in an election”. Have a few students share their thinking. Hopefully students will make a  connection to the president. Praise the students if they respond correctly. Introduce the second wow word,  emergency, “what is our second word?”. The students will repeat the word, echoing after the teacher. “Does anyone  have any idea what this word might mean?”. “If you think you know what this word means give me a thumbs up”.  Choose a few students to share what they think. Lift up flap to reveal the student friendly definition. “This word means  the need for help right away”. Give my own example, using emergency. “When I was your age I broke my arm jumping on a trampoline. This was an emergency. I needed help right away”. Continue to use this same introduction strategy for  each of the wow words. Introduce the third wow word, media. The students will repeat the word, echoing after the  teacher. “Does anyone have any idea what this word might mean?”. “If you think you know what this word means  give me a thumbs up”. Choose a few students to share what they think. Lift up flap to reveal the student friendly  definition. “This word means the television, radios, or internet”. “Raise your hand if you have ever used any type of  media”. “What media have you used?” Choose a few students to share their experiences. Introduce final word, peace. “Our  fourth word is peace, what is our fourth word?” The students will repeat the word, echoing after the teacher. “Does  anyone have any idea what this word might mean?”. “If you think you know what this word means give me a thumbs  up”. Choose a few students to share what they think. Lift up flap to reveal the student friendly definition. “This word  means to be calm”. Have students breathe in and out. “Does that make you feel calm?”. “When you are calm, you are  also peaceful. Echo read each vocabulary wow word one more time.  Vocabulary Ratings:  **Election**- vote for someone or something  **Emergency**- the need for help right away  **Media**-the television, radio, or internet  **Peace**- being calm  Book Walk:  Introduction of the book, *My Teacher for President.* I will to point to the author of the story. I will then read, “Kay  Winters”. I will ask the class, “she is the author because?” They will say, “because she wrote the story”. I will point to  point to the illustrator of the story. I will then read, “Denise Brunkus”. I will ask them, “she is the illustrator because?” They will say, “because she drew the pictures”. Begin book walk, “Before we read the story we need to make some  predictions or guesses as to what is happening in the story.” Flip through the story stopping at every few pages so that the students can make predictions. This sentence says “I saw on TV that elections are coming.”. Identify the wow word,  election. “What do you think is being voted on in this election? “. Look at this picture, “What emergency is taking place  on this page?”. This sentence says “My teacher acts quickly when there is an emergency.” Ask the students, “What was  our definition for emergency again?” “Thumbs up if you think the teacher helped the students right away?”. Look at  this picture, “What is the teacher doing on this page?” “Which one of our vocabulary wow words do you think is on  this page?” “What type of media is she using?” “How do we know that?”. “Uh oh, the children on this page do not look happy do they?” “Give me a thumbs up if you think the children are made or upset.” This sentence says, “She believes  in peace.” “Is peace one of our wow vocabulary words?” “What was our definition for peace again?” “Give me a  thumbs up if you think the teacher wants the children to be calm.”  After the predictions are made and the book walk is complete, review the four vocabulary wow words: election,  emergency, media, and peace. Tell students, “Throughout the story, if you hear one of our four wow words, say wow!”  “This is will let me know when you have heard one of our wow words.” Begin reading *My Teacher for President*. | |
| **DURING (Content, Viewing or Listening):** *Strategies for active engagement with new content, what are students doing while reading, viewing, or listening? (set a purpose, modeling, discussing, organizing, writing, vocabulary)*  Tell students, “Throughout the story, if you hear one of our four wow words, say wow!” “This is will let me know when you have heard one of our wow word.” Begin reading *My Teacher for President* aloud to students. The first wow word, election, is located on the first page of the story. The students will say “wow!”. “Why did you just say wow?”, the students will have heard a wow word. “What wow word did you hear?” “What does it mean?” “Can you tell me again what is being voted on in this election?” “That’s right! You found our first wow word!” Praise the students for identifying the wow word. This is a good opportunity to remind students to look for and pay attention to vocabulary wow words. I will use this type of strategy for all four vocabulary wow words. “Let’s continue reading.” Our second wow word is emergency. When the word emergency is read, the students will say “wow!”. I will then reread the sentence replacing the wow word with the student friendly definition. Continue reading. Stop to see if any of our questions have been answered. Put a check by the questions that have been answered. “Are there anymore question you would like to know?” Add more questions to the W section of the chart. “Let’s continue reading.” Our third wow word is media. When the word media is read, the students will say “wow!”. “Did you see hear another one of our wow words?” “What word did you hear?”. I will then reread the sentence replacing the wow word with the student friendly definition. Continue reading. The fourth wow word is peace. When the word peace is read, the students will say “wow!”. “What word did you hear?” “Who remembers what we did when we learned the definition for peace?” Breathe in and out. “That’s right!” What are we doing with we breathe in and out.” “Trying to calm down right”. I will then reread the sentence replacing the wow word with the student friendly definition. Continue reading until the end of the story. | |
| **AFTER (Content, Viewing or Listening):** *How will students apply new knowledge? How will students check their understanding? How will students be prompted to reflect on what they have learned? How will students be prompted to reflect on how they learned it?*  After the story is finished, fill in the L section of the K,W,L chart with what the students have learned. Review the  questions ask in the W sections of the K,W,L chart to see if the students questions were answered by reading the story, *My Teacher for President*. Put a check by each question that was answered. Ask the students, “When we are reading, is it  okay that our questions are not always answered?” In order to wrap up the during stage, the teacher will ask the  students “Do you think the teacher in the story would be a good president?” Thumbs up or Thumbs down and “why  do you think that?” to show that they students comprehend that ending. Review the four vocabulary wow words for  the last time. “Let’s go over our wow words one more time!” The teacher will say the wow word and have the student  echo the word back to them and then say the definition. I will then lift the flap to see if the students were correct.  Praise students for effectively learning their four vocabulary wow words. | |
| ***Rationale:*** *Why teach this lesson in this way? Why give these objectives, are these the BEST strategies to choose and use? Explain why this sequence of activities leads to cultivating the behaviors or performing the skills or displaying the knowledge called for by the objectives.*  I believe this lesson is extremely interactive and will engage the students. There are multiple opportunities for students to respond in unison and also individually. They will be able to give thumbs up or thumbs down, and share with a partner in order to answer various questions and make student thinking visible. Students will also respond to prompted questions in unison and individually. Thumbs up or thumbs down is a wonderful strategy to utilize so that the teacher can have a general understanding of what the students comprehend. | |