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| Name: Mary Lacen Kinkel | Date: March 4, 2015 | |
| Classroom Location/Teacher: 1st Grade | Topic/Subject: Shared Reading Lesson/Beginning, Middle, End  *Harry the Dirty Dog* by Gene Zion | |
| **Curriculum Standards**  *SOL(s):*  Oral Language:   * 1. The student will continue to demonstrate growth in the use of oral language.   a) Listen and respond to a variety of electronic media and other age-appropriate  materials.  b) Tell and retell stories and events in logical order.  c) Participate in a variety of oral language activities, including choral speaking and  reciting short poems, rhymes, songs, and stories with repeated patterns.  d) Participate in creative dramatics.  e) Express ideas orally in complete sentences.  **1.2** The student will expand understanding and use of word meanings.  a) Increase listening and speaking vocabularies.  b) Begin to ask for clarification and explanation of words and ideas.  c) Use common singular and plural nouns.  d) Use vocabulary from other content areas.  **1.3** The student will adapt or change oral language to fit the situation.  a) Initiate conversation with peers and adults.  b) Follow rules for conversation using appropriate voice level in small-group  settings.  c) Ask and respond to questions.  d) Follow simple two-step oral directions.  e) Give simple two-step oral directions.  Reading:  **1.5** The student will apply knowledge of how print is organized and read.  a) Read from left to right and from top to bottom.  b) Match spoken words with print.  c) Identify letters, words, sentences, and ending punctuation.  d) Read his/her own writing.  **1.6** The student will apply phonetic principles to read and spell.  a) Use beginning and ending consonants to decode and spell single-syllable words.  b) Use two-letter consonant blends to decode and spell single-syllable words.  c) Use beginning consonant digraphs to decode and spell single-syllable words.  d) Use short vowel sounds to decode and spell single-syllable words.  e) Blend beginning, middle, and ending sounds to recognize and read words.  f) Use word patterns to decode unfamiliar words.  g) Read and spell simple two-syllable compound words.  h) Read and spell commonly used sight words.  **1.7** The student will use semantic clues and syntax to expand vocabulary when reading.  a) Use words, phrases, and sentences.  b) Use titles and pictures.  c) Use information in the story to read words.  d) Use knowledge of sentence structure.  e) Use knowledge of story structure.  f) Reread and self-correct.  **1.8** The student will expand vocabulary.  a) Discuss meanings of words in context.  b) Develop vocabulary by listening to and reading a variety of texts.  c) Ask for the meaning of unknown words and make connections to familiar words.  d) Use text clues such as words or pictures to discern meanings of unknown words.  e) Use vocabulary from other content areas.  **1.9** The student will read and demonstrate comprehension of a variety of fictional texts.  a) Preview the selection.  b) Set a purpose for reading.  c) Relate previous experiences to what is read.  d) Make and confirm predictions.  e) Ask and answer who, what, when, where, why, and how questions about what is  read.  f) Identify characters, setting, and important events.  g) Retell stories and events, using beginning, middle, and end.  h) Identify the main idea or theme.  i) Read and reread familiar stories, poems, and passages with fluency, accuracy,  and meaningful expression.  *Essential Question(s):*  Will the students recall/describe the beginning, middle, and end of the story?  Will the students answer questions to demonstrate comprehension of the fictional text?  Will the students actively participate in small group 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 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 recall what happened at the beginning, middle, and end of the story through illustrations and written sentences 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 *Harry the Dirty Dog* by Gene Zion. After the introduction of the four vocabulary wow words, the students will be asked to use their prior knowledge and past experiences in connection with the meaning of the words provided by the teacher. By the end of the story, the students will be able to recall what happened at the beginning, middle, and end of 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 beginning, middle, and end activity sheet, I will be able to assess the students’ understanding of the beginning, middle, and end of *Harry the Dirty Dog*. | |
| **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)*  Introduction of *Harry the Dirty Dog* by Gene Zion:   * “Today we are going to read a book called *Harry the Dirty Dog* by Gene Zion” * “What do you notice is on the cover of this book?” Hold up the book * Have the students make a prediction about the story based off of the book cover and title. * “Raise your hand if you have a dog/dogs at home?” “What about any other types of animals?” “Does/do your   pet(s) ever get dirty?”   * Have the students briefly discuss.   Target Vocabulary: Wow words  “Before we read the story we first we must learn our four wow words.” Introduce the four vocabulary wow words.  “Our first word is chute” 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 a narrow tube that things go down” “Can you think of any examples of a chute?”  Have students share their thinking.  Introduce the second wow word, wonder. “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 think about something with curiosity or to want to know something.” Give my own example, using wonder. “I wonder if it is going to snow tomorrow.”  Introduce the third wow word, furiously. “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 very active or fast.”  Introduce final word, soundly. “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. “deep and restful”. Echo read each vocabulary wow words in unison.  BME Chart:  Introduction of the book, *Harry the Dirty Dog* by Gene Zion, pictures by Margaret Bloy Graham. I will ask them, “If she  drew the pictures than she is the…?” They will say, “illustrator”.  “Before we read the story about Harry the dirty dog, I want us to look at this poster together.” “This poster says, I can  describe the beginning, middle, and end of a story!” Explain that each story has a beginning, middle, and end. Discuss  the B, M, and E sections of the poster.  **B** Who are the characters? What is the setting?  **M** What happens to the characters?  **E** How are the characters different than they were at the beginning of the story because of what took place during the  story?  Explain that, “Good readers pay attention to different parts of the story to better their comprehension.”  “The word comprehension means the ability to understand something.” “So good readers pay attention to different  parts of the story to better their ability to understand something.”  After discussing the BME poster, review the four vocabulary wow words: chute, wonder, furiously, and soundly.  Tell students, “Throughout the story listen very carefully. If you hear one of our four wow words, say wow!”  “This will let me know when you have heard one of our wow words.” “Also, keep the questions from the poster in  mind so that we can answer them at the end of the story.” Begin reading *Harry the Dirty Dog*. | |
| **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)*  The first wow word, chute. 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?” “That’s right! You found our first wow word!” Praise the students for identifying the wow word. I will then reread the sentence replacing the wow word with the student friendly definition. 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 wonder. When the word wonder is read, the students will say “wow!” I will then reread the sentence replacing the wow word with the student friendly definition. Continue reading. Our third wow word is furiously. When the word furiously 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 soundly. When the word soundly is read, the students will say “wow!”. “What word did you hear?” “That’s 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, refer back to the BME poster. “Lets see if we can answer any of the questions from our  poster.”  **B** Who are the characters? Or main character? **Harry**  What is the setting? **A town, city, neighborhood, etc.**  **M** What happens to the characters? **He gets dirty**  **E** How are the characters different than they were at the beginning of the story because of what took place during the  story? **He takes a bath to become clean again and is happy to be home**  Praise the students for answering all of the questions! Explain that all of the students were good readers that paid  attention to different parts of the story to better their comprehension!  Have the students say, “I can describe the beginning, middle, and end of a story!”  Review the four vocabulary wow words for the last time. “Let’s go over our four wow words one more time!” The  teacher will say the wow word and have the student echo the word back 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.  The students will then complete a beginning, middle, and end activity sheet to recall what happened throughout the  story. This activity sheet will include three illustrations and at least three written sentences to explain the beginning,  middle, and end of the story. | |
| ***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 to answer various questions and to 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. I believe that the BME chart and activity sheet are appropriate for the age level of the students, and are also a great way to teach beginning, middle, and end in an easy and understandable way. | |