Solar Lesson Plan Format

Age Level: Kindergarten

Subject(s) Area: Reading

Materials Needed: *The Very Sleepy Sloth;* active board

Standards:

RL.3 With prompting and support, identify characters, settings, and major events in a story.

RI.1 With prompting and support, ask and answer questions about key details in a text.

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy- descriptive words. To what accuracy?)

Students will be able to identify and describe the different characters in *The Very Sleepy Sloth* while reading the story.

Students will be able to explain the key events in *The Very Sleepy Sloth* while reading the story.

Students will be able to infer from facts/clues given to them the specific character in *The Very Sleepy Sloth*. These facts/clues are about a specific character in the *Very Sleepy Sloth*.

Learning Activities:

Technology: variety of technology used in the lesson

 Active Board: flip chart of characters pictured (Each table group will have a chance to find the character they think they have been assigned once they have predicted who their character is).

Required Vocabulary (list of age appropriate definitions):

Setting: where the story is taking place

Infer: to use clues from the text and illustration in a story to predict (guess) something about the story such as the setting or what may happen next in the story. For example, in the story I told you at the beginning of the lesson, you predicted using the clues that you were given that the setting of the story was taking place at a grocery store.

Prediction: to make a guess

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background

 knowledge, Review, Etc.)

Play the Where Am I game?

Read the following story. Explain to the students they must use the clues they have been given in the story, to figure out the setting or where the story is taking place. Explain to students that they must think about where the characters in the story are at.

Sally went with her mom yesterday to buy some fruit, eggs, bread, and milk. Sally got to ride in the cart while her mom did some shopping. Once her mom was all done shopping, she helped her mom load the bags of food into the car. Where do you suppose Sally went with her mom?

After reading the story, tell students they used their inferencing skills to figure out the setting of the story. Tell students, we are going to infer in our activity today. Remind students what infer means. Tell students infer means to use clues we have been given to make a guess or a prediction about something we may not know. Tell them, for example, in the story I just told you about Sally and her mom, you used the clues given in the story to predict (guess) the setting of the story was in a grocery store.

Instructional Methods:

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.

Teacher will read *The Very Sleepy Sloth*. Before reading the story, teacher should tell students the setting of the story takes place in the jungle. Tell students to think inside their head about what animals they think they may see in the book. Now have students pair up and share with their partners who they think will show up in the story. Have students come back to the whole group. Teacher should ask some students which characters or animals do they think will show up in the story. Teacher should write some of the animals the kids think may appear in the book on the active board.

Teacher should say, "Boys and girls these are some of the characters that will appear in the story." Teacher should flip through the pictures of the characters on the active board, so all students can see.

Once teacher is done reading the first page, teacher should tell students, "I am thinking that I can infer that Sloth is pretty tired because he is fast asleep. (point to the picture in the book)."

Once teacher is done reading the next page, teacher should tell students, "Boys and girls I know cheetah was working on his speed, so I can infer that cheetah must be pretty fast."

Once teacher is done reading the third page, teacher should have students think inside their heads about what they can infer about elephant. Once they have thought about it, teacher should ask students what they can infer about elephant. If students need more prompting, ask students what do they know about elephant that might help them infer something about him?

Once teacher is done reading the fourth page, teacher should ask students to think inside their head about what they think kangaroo is good at? If students are having trouble, teacher should say, "I think I can infer that kangaroo is pretty good at hopping (point to the picture)."

Once teacher is done reading the fifth page, teacher should tell students to do a turn and talk with their elbow partner. Tell students to discuss what they can infer about monkey. As students are doing a turn and talk, teacher should be intentional about listening in on the conversations of the students. Teacher should ask partners questions about how they could infer that the monkey is good at swinging

Once teacher is done reading the ninth page, teacher should have students think in their head about if they think the monkey would be good at lifting weights? Tell students, "I am thinking that I can infer that the monkey will not be good at lifting weights because monkey can only swing."

Once teacher is done reading the 11th page, have students think inside their head about whether or not they think elephant will be good at hopping on the trampoline. Do a pair share at this time. Students should be discussing what they can infer about elephants hopping on the trampoline.

Once teacher is done reading the 13th page, teacher should tell students, "I can infer that kangaroo will not be good at running on the treadmill because from what has the book already told me about kangaroos?"

Once teacher is done reading the 15th page, ask students to think in their heads about if they can infer whether or not cheetah will be good at swinging like monkey, then have students do a pair-share with their elbow partner. Teacher should be intentional moving around the room to listen to what the students have inferred.

Once teacher is done reading the story, teacher should tell students we practiced the skill of inferencing. Tell students they will be practicing how to infer at their tables. Teacher should tell students each table will be assigned a character in the book. Teacher should tell students, "I am not going to tell you what character you are. As a table you will work to infer what character you have been assigned based on the clues your table has been given." Teacher should give students an example. Teacher should say, "For example, I have to figure out what character I have been assigned based on these clues. My clues include I do not like to do much. Everyone thinks I am lazy. I love to sleep. I am… Boys and girls I think I can infer that this character is Sloth because of what I know about Sloth in the story. The story talks about how Sloth does not like to do much. It also talks about how everyone things he is lazy, and it does mention that he loves to sleep. Friends, do you see how these clues that I have been given come directly from the story. From these clues I can infer which character I have been assigned." Explain to these students that will have a chance to do this at their learning tables.

Teacher should tell students once they have predicted what character they have been assigned, they should circle the character on the character chart, and they should sit quietly at their desk until all of the tables have figured out the character that they have been assigned.

Teacher should tell students that when their table is dismissed all the students at the table dismissed to leave will come see the teacher and get a clue sheet and a character sheet.

Independent Concrete Practice/Application: practice of skills in practical ways

Each table will be assigned a character. The students will have to work with their table partners to figure out what character they have been assigned based on the clues they have been provided.

Once students have figured out what character they have been assigned, they can circle the character on the character sheet.

Teacher should tell students, once all students are done figuring out what characters they have been assigned they will present their character to the class. Before the group presents one student from the group will flip through the flipchart on the active board and find the picture of the character they think they have been assigned.

Classroom Management/Behavior Expectations

At the beginning of the lesson, students are expected to sit at the whole group community rug. The teacher will call students who are following the procedures for being respectful listeners. During the guided practice, the teacher will be doing an interactive read aloud with the students. It is expected that all students are involved in the interactive read aloud. There will be multiple times where students will be doing a think-pair-share. Students will be expected to think first, then share with their elbow partners. Students know what is expected of them when they share with their elbow partners. They should be turned toward their partner and looking at their partner and listening attentively to what their partner has to say. After this interactive read aloud is over, students will be expected to stand up, and walk back to to

their learning tables with the character chart. During the independent/concrete practice time, students are expected to work together as a learning group to infer based on the clues provided what character they have. All students in their learning group are expected to work together. This should be communicated to these students. The students should know what is expected of them when they are working with their members at their learning group.

Differentiation:

During the independent instruction time, teacher should consider providing certain learning tables with certain characters from the *Very Sleep Sloth*. For example, if there are some characters that might be more of a challenge to figure out based on the clues provided, teacher should provide these clues to a learning group that is working above-proficiency. Teacher should consider providing learning groups that are working below proficiency with clues from the story that are not as challenging to figure out the character for.

This lesson tailors to the visual learners. The story that the teacher reads during the guided practice time is a visual aid for these students. Also, there are multiple visual aids included in the power point slide that students can refer to before and after the story. This lesson also tailors to individual students who are auditory learners. These learners will have a chance to listen to the story as the teacher reads the story during guided practice time.

Reflective Questions: (Questions asked to help students process or reflect upon content)

Before reading *The Very Sleepy Sloth*, tell students the setting of the story is the jungle. Teacher should ask students what does the setting of the story mean?

Teacher should ask students what types of animals/characters do they think they will see in this book, if the setting is in the jungle?

Once teacher is done reading the third page, teacher should ask students what they can infer about elephant. If students need more prompting, ask students what do they know about elephant that might help them infer something about him?

Once teacher is done reading the fourth page, teacher should ask students to think inside their head about what they think kangaroo is good at?

Once teacher is done reading the fifth page, teacher should tell students to do a turn and talk with their elbow partner. Tell students to discuss what they can infer about monkey.

Once teacher is done reading the ninth page, teacher should have students think in their head about if they think the monkey would be good at lifting weights?

Once teacher is done reading the 11th page, have students think inside their head about whether or not they think elephant will be good at hopping on the trampoline.

Once teacher is done reading the 13th page, teacher should tell students, "I can infer that kangaroo will not be good at running on the treadmill because from what has the book already told me about kangaroos?"

Once teacher is done reading the 15th page, ask students if they can infer whether or not cheetah will be good at swinging like monkey. Do a pair-share at this time.

Wrap-Up:

Once all students are done inferring what character they have, each table will read their clues and present their character to the class. Before they present, one student from the group will flip through the pictures of characters on the Active Board to find the character they have inferred they have been assigned. After all table groups have gone, explain to students that the skill of inferencing is difficult skill to master. Explain to students that they will keep practicing this inferencing skill.

Assessment:

Formative- How does your assessment show individual measurability?

There are a variety of think-pair-shares that the teacher has students do during the interactive read aloud time. This is one way to assess each individual's knowledge of what it means to infer something. Teacher should be moving around the room listening to each of the students' conversations.

At the end of this learning activity, each student at their learning table will work together to infer with the use of the clues given which character or animal they have. Students should use their knowledge acquired from the story to figure out what character is being described on their slip of paper. All students should be working together to make an inference.

Summative: Include examples of what you would assess at the end of learning.

At the end of this unit, each individual student should be assessed on how well they attend to identifying the characters, setting, and major events in the story as well as how well they do with asking and answering questions about key details in the story. When doing a summative assessment, students should be reading a book that is an appropriate reading level for them. In fact, this summative assessment, could be done during a guided reading time. Students could read the story, and the following will be questions that the teacher could ask at the end of the story to assess students' ability of identifying the characters, setting, and major events and answering questions about key details with the use of inferencing.

Before reading the story: Can you infer based on the title of this story where the setting of the story takes place?

During the story: Can you tell me about the character? What are some clues in the story that help you describe this main character?

What can you infer about what is about to happen in this part of the story?

After the story: What was your favorite part of the story and why? Use key details to support your answer.

Students should at least answer 3 of the above questions correctly in order to be considered proficient.

Edu 334 Kindergarten Lesson Plan 3 Stories and Clues.docx This link attaches to the character clues given during the independent practice time during the learning activity.

Reflection:

Summary of strengths, weaknesses, changes made during implementation, changes to be made in the future, review of what the children learned, etc

This lesson went fairly well with the kids. I felt my strengths of my activity was that I incorporated vocabulary into the lesson. For example, some of the words I used included inferencing, predicting, and I did explain to them what the setting of the story was in the introduction of the lesson. Vocabulary is key

in lessons as this can expand students' cognitive thought by helping the students make new schemas in their brain. I also thought it went well to incorporate some different reflective questions to enhance the student's thinking and learning process. Reflective questions can help to foster students' high order thinking by having these students synthesize and apply the information to their daily life. One weakness that I observed in my lesson was my directions and overall expectations for how I wanted the students to complete the clue and character chart. (I have noted these expectations and directions that students should be told prior to completing this in the lesson). I thought all of the students did a nice job of doing their best to figure out the character they were assigned; however, I think if I read the clues to them before they figured it out with their table groups it would have been better. It may have even worked if I reminded students that all of the clues that are printed on the character chart are clues that can be found in the book *The Very Sleepy Sloth*. The children learned how to use the skill of inferencing to predict something about the story. The children also learned how to identify characters and key characteristics of characters in a story.