

Retelling

Name: Riley Chun
Date: October 23, 2017

Time/ Lesson Duration: 30 minutes
Grade: 1st

Central Focus: Students are able to participate in an interactive read aloud and then being able to demonstrate their understanding of retelling the story by writing 3 sentences, about what happens at the beginning, middle and end of the book.

Common Core Language Arts Standards Assessed:

R.L.1.2: Retell Stories, including key details, and demonstrate understanding of their central message or lesson.

L. 1.1: Conventions of Standard English:

- Print all upper – and lower case letters.
- Use common, proper, and possessive nouns.
- Use personal, possessive and indefinite pronouns
- Use verbs to convey a sense of past, present and future
- Use frequently occurring adjectives
- Use frequently occurring conjunctions
- Use frequently occurring prepositions
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

SL.1.1: Comprehension and Collaboration:

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed upon rules for discussions
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- Ask questions to clear up any confusion about the topics and texts under discussion.

Learning Targets in Student Language:

- 1) I can participate in an interactive read aloud.
- 2) I can have collaborative discussions about the book being read.
- 3) I can retell the story.

Content Target:

- 1) I can retell the story in my own words after the story has been read to me.
- 2) I can retell the story by writing 3 sentences about what happens at the beginning of the book, middle of the book, and what happens at the end of the book.

Language Target:

- 1) I can write 3 sentences to retell the story.
- 2) I can talk about the book I am reading.

Language Demands:

Syntax: Students will need to know basic sentence structure.

Discourse: Students will need to demonstrate written and oral language skills. Students will write narrative sentences and be able to participate in interactive read aloud using speaking.

Language Supports: Students will receive guidance from me with verbal prompting as they are working, as well a model or demonstration as needed. Vocabulary will be talked about as it is approached throughout the book.

Key Vocabulary:

The Recess Queen: Thundered, Amused, Gaped, Whizzed

Notes and reflections:

- *How did the student respond to the lesson?*

The students did not respond very well to this lesson. They did not like the choices of books that I chose, as one of my students was a girl and one was a boy. Both of the books I chose appeared to be girly, and so they were not in agreement of what book I should read. I am not sure that I should have only one book to read because that would not have given them any choice, but maybe it would have solved the problem of choosing what book to read. One of my students was really excited as I read the Recess Queen because she wanted to read that book. The boy was hardly interested and sat back and listened in from a distance. It was harder to get him engaged as much as the girl student. During the activity portion of my lesson, the students did not like the fact I asked them to write sentences about what they just read. They don't know they didn't know, and it was really hard to get them to write anything down.

- *How did the student's responses shape your instruction?*

After getting to know my students better, I was able to change what they were learning to more of what they were interested in. Their responses to my lesson were helpful because it was clear of what they liked and what they didn't like. When I asked them to write sentences, they asked if they could only write one word, or draw a picture instead. This told me that they like to draw pictures more than writing, and that is where they are in their writing stage.

- *What did you change and why?*

After this lesson, it was clear to me that I needed to choose more gender-neutral books as I had students who were very strong-minded in their interests and it was hard to adapt to a common interest. I also decided to shy away from having the students do an activity that included writing sentences because I learned from the last time where they were in regards to their writing development. I did not know anything about any one of my students prior to working with them, so this lesson was hard to plan for. I chose to go by the grade level standards, and thought it would appropriate to ask first graders and second graders to write a sentence.

- *What surprised you during the lesson?*

The students were in the same grade, but were at different stages in their development. One of my students was able to write complete neat sentences, while the other student was not able to write on her own, she needed more structured guidance and rather draw pictures to express her learning.

- *What else did you notice?*

I noticed that my students really liked to talk about themselves. They were able to make good text to self-connections. When I asked them to make text to world connections, they struggled a little bit because they did not know another student who was a bully to them. It would be great to have literature that would be relatable for my students.

- *What did you learn about using the literacy teaching strategy?*

Retelling can be challenging for students because this requires them to remember exactly what happened in the book. I think this process is good for them to practice because eventually this will lead to good reading comprehension.

- *What would you repeat or do differently the next time?*

I would like to repeat the kind of questions and the structure of my lesson the next time, because I felt like it was a good pace, and I was able to get through my lesson with enough time for my students to finish their activity. I would like to ask more questions and stir up my conversation throughout the book, and I think this would come with gaining more interest in the story.

Predicting

Name: Riley Chun
Date: 30 October 2017

Time/Lesson Duration: 30 minutes
Grade: 1st

Central Focus: Students will be able to participate in an interactive read aloud with a focus on predicting what will happen next after reading the book.

Common Core Language Arts Standard(s) Assessed:

1.RL.1 Ask and answer questions about key details in a text.

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Learning Targets in Student Language:

- 1) After reading a book, I can predict what is going to happen next.
- 2) I can participate in an interactive read aloud.
- 3) I can have collaborative discussions about the book being read.

Content Target:

1) After reading the story, I will draw a picture and write a sentence about what I predict will happen next.

Language Target:

- 1) I can draw a picture to show my prediction about what is going to happen next if the story continued.
- 2) I can write a sentence about what my picture states about my prediction.

Language Demands:

Syntax: Students will need to know how to draw and create a picture using a pencil and crayons. Students will need to know how to write a basic sentence using proper sentence structure.

Discourse: Students will need to demonstrate written, visual and oral skills. Students will need to write a sentence stating their prediction. Students will also need to participate in interactive read loud.

Language Supports:

Throughout the story, I will ask students comprehension questions, to clarify their understanding at points throughout the story. At the end, we will talk about what happened, and then what they think will happen next if the story continued. Students will receive individual prompting from me as needed. As I read the book, I will talk about key vocabulary and discuss the meanings in the context of the story.

Key Vocabulary:

Night Tree: Spattered, admire, lopsided

LESSON IMPLEMENTATION

<p>Time 2 mins</p>	<p>Opening Experience: <i>Have you ever read books or watched a movie, and it suddenly ended, and you wanted to know what was going to happen next so badly? Today you are going to learn how to predict what is going to happen next.</i></p> <p>Stated Purpose to Student: <i>Today, you will be predictors. You will be able to predict what is going to happen next. You will also be able to talk about the story as we read the book together.</i></p>	
<p>Time 15 mins 10 mins 5 mins</p>	<p>Description of Instructional Strategies & Learning Task: Read aloud book <i>Night Tree</i> by Eve Bunting</p> <p>Conduct interactive read aloud. Ask questions throughout the book (put sticky notes in the book on the pages, with questions to ask students)</p> <p>Students will create a picture and write a sentence about what they think is going to happen next.</p> <p>Closure: <i>Ask students, “What is predicting?” How can you predict what is going to happen at the end of a story? Share predictions and drawings.</i></p>	<p>Informal Assessments (Formative)</p> <p>Throughout the book, ask students comprehension questions to foster comprehension periodically during the book. Monitor understanding throughout book. Pose questions; ask questions in ways that make students think about what is happening in the book, and what could happen.</p> <p>Ask students what they are drawing and writing about as they are working.</p>
<p>Assessing Student Literacy Learning (Formal Assessment): Each student will create a picture and sentence describing their prediction about what is going to happen if the story continued. The student will be assessed on whether or not they are able to design a picture that is aesthetically pleasing, and a sentence that describes the picture. Differentiation strategies may be used with individual students. Either giving them a sentence frame, or helping to structure their sentence.</p>		

Notes and reflections:

- *How did the student respond to the lesson?*

The book was a lot more appropriate in regards to their interests. The activity was appropriate for their level and overall I felt like it was a good lesson. There was a lot that was improved from the week before. The students were more engaged in this book because it was higher level and the story line was a little more complex.

- *How did the student's responses shape your instruction?*

Since the students responded well to the activity of drawing a picture instead of writing sentences, I will continue to do that. I do challenge them to write at least one sentence of what their picture is about, because I would still like to see writing from them.

- *What did you change and why?*

I changed the type of book I read because the previous week showed me their reading comprehension level is a lot higher than I had projected it to be, and also their interests were not what I had planned for, so for this lesson, I tried to find books that I thought would be closer to their interests. I also changed their activity post reading. I had them draw pictures because I learned through observations that they were not strong in their writing, and kept asking me to draw pictures.

- *What surprised you during the lesson?*

One of my students is a lot further behind than my other student. She decided that the proper orientation of her paper was upside down. She drew, wrote and colored upside down and insisted that was the proper way. Part of me thinks that it was out of silliness but it went on for the entire lesson, and she finished her activity with everything upside down.

- *What else did you notice?*

Both of my students put periods after every word. I am not sure if they are learning how to write like this so that they leave spaces between every word, but it seemed weird to me that they would put a dot after every word.

- *What did you learn about using the literacy teaching strategy?*

The students did not have a strong understanding of what predicting was prior to the lesson, so it was a challenge for them to use their creativity to make a logical guess of what was going to happen next if the book kept going.

- *What would you repeat or do differently the next time?*

At the beginning of the lesson, go over what the literacy strategy is, and so the students understand what predicting is. I would like to continue to ask questions throughout the story that foster predicting, so by the end of the book, the students are use to predicting what is going to happen next.

Story Structure

Name: Riley Chun
Date: 6 November 2017

Time/Lesson Duration: 30 minutes
Grade: 1st

Central Focus: Interactive read aloud with a focus on being able to draw and write about their favorite part of the book.

Common Core Language Arts Standard(s) Assessed:

- 1.RL.1 Ask and answer questions about key details in a text.
- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Learning Targets in Student Language:

- 1) I can participate in an interactive read aloud.
- 2) I can have collaborative discussions about the book.
- 3) I am able to write and draw about my favorite part of the book and why.

Content Target:

- 1) At the end of the book, I will be able to talk about the book, be able to produce a picture and sentence representing their favorite part of the book and state why.

Language Target:

- 1) I can draw a picture about my favorite part of the book.
- 2) I can write a sentence representing my favorite part of the book.

Language Demands:

Syntax: Students will need to know how to draw and create a picture using a pencil and crayons. Students will need to know how to write a basic sentence using proper sentence structure.
Discourse: Students will need to demonstrate written, visual and oral skills. Students will also need to participate in interactive read loud.

Language Supports:

Throughout the story, I will ask students comprehension questions, to clarify their understanding at points throughout the story. At the end, we will talk about what happened, and then they will talk about their favorite part of the story, and tell me why. Students will receive individual prompting from me as needed. As I read the book, I will talk about key vocabulary and discuss the meanings in the context of the story.

Key Vocabulary:

Martha Blah Blah: summoned, laryngitis, aroma, astonishment

LESSON IMPLEMENTATION

<p>Time 2 mins</p>	<p>Opening Experience: <i>Did you ever think you could learn your alphabet by eating alphabet soup? Do you think dogs can talk? Today you will read about a dog that learns how to talk and then tell me what your favorite part of the story is and why.</i></p> <p>Stated Purpose to Student: <i>Today you will participate in an interactive read aloud and then be able to tell me what your favorite parts of the book are.</i></p>	
<p>Time 15 mins 10 mins 5 mins</p>	<p>Description of Instructional Strategies & Learning Task:</p> <p>Read aloud book <i>Martha Blah Blah</i> by Susan Meddaugh</p> <p>Conduct interactive read aloud. Ask questions throughout the book –Put post it notes throughout the book with questions to ask the students. For this lesson, it would be nice to have questions that fostered their thinking about what their favorite part was.</p> <p>Students will create a picture and a sentence describing their favorite part of the book and why.</p> <p>Closure: Ask students to talk about their feelings and thoughts about what happened in the book. If this book is fiction or non-fiction and why. Then, ask them to state what their favorite part of the book is and why.</p>	<p>Informal Assessments (Formative)</p> <p>Throughout the interactive read aloud, I will ask students comprehension questions and talk about vocabulary words and what they mean.</p> <p>Ask them what they are drawing and writing about as they are working.</p>
<p>Assessing Student Literacy Learning (Formal Assessment): Each student will draw a picture and write a sentence that accompanies the picture about what their favorite part of the book was. The student will be assessed on whether they are able to draw a picture that is aesthetically pleasing and has a purpose and write a sentence that describes their picture and is legible. Differentiation strategies may be used with individual students. Either giving them a sentence frame, or helping to structure their sentence.</p>		

Notes and reflections:

- *How did the student respond to the lesson?*

The students did not like the fact I only brought one book this time. They liked to have a choice, but after the first two times of giving them a choice, I found it easier to tell them that this was the book we would read. They did not like the activity after we read the book. They were a lot more interested in drawing a picture than writing a sentence. It seems like writing a sentence is still too hard for them. They couldn't tell me what their favorite part of the book was.

- *How did the student's responses shape your instruction?*

Since working with these students has shown me that they find writing challenging, I have allowed them to continue to draw pictures, but at the same time, I challenged them to write at least one sentence for their picture because every bit of practice is better than no practice.

- *What did you change and why?*

I changed the option to give them choice of what book to read. It was taking too long to figure out what book to read, and they could never settle at an agreement, so I felt that if I took that away, it would be easier. In the end, they did not like that they no longer had a choice. They are both two very different students and so it may never be that they would ever agree on a book.

- *What surprised you during the lesson?*

The students were able to predict easier what was going to happen in this story than the previous story. This book was a little more complex and I thought it would be more challenging for their reading comprehension, but it was the opposite.

- *What else did you notice?*

One of my students did want to color any of his drawings, and did everything in pencil. He didn't add details, and only did the bare minimum, while as my other student wanted to add every little detail and tell me the story as she worked. The other student wanted to work alone and nobody talked to him as he worked.

- *What did you learn about using the literacy teaching strategy?*

There could be many parts to story structure, and because they were still in first grade, I decided to focus on something that would relate to them because talking about you is easier than anything else. So, I asked them what their favorite part of the book was.

- *What would you repeat or do differently the next time?*

I would like to repeat the type of activity they do because it keeps them in their comfort zone, but at the same time, it allows them to push themselves outside and to work on something that is challenging for them. Next time, I would like to plan a longer activity or choose a longer book because the lesson ended a lot earlier than I would have liked.