**Lesson Segment Title:** Making storybook connections

**Grade:** [1 ]

**Context:**

Students in the class: [ 25 ] Males: [12 ] Females: [ 13 ]

Students with IEPs: \_\_1\_\_\_ Focusing Issues

Students with 504 Plans: \_\_1\_\_ Focusing Issues

English Language Learners: \_\_\_3\_\_

Language Proficiency Level (# of students at each level):

Beginning: \_\_1\_\_\_ Intermediate: \_\_2\_\_\_ Advanced: \_\_0\_\_ Advanced High: \_0\_\_

Students with Other Learning Needs: \_\_1\_\_ Mobility Issues

**Central Focus:**  The central focus for this learning segment is analyzing and making connections to elements of a story, specifically plot, conflict, character, and setting, within a story. In order to develop and deepen comprehension of text and to organize words together to make a visual representation, students will make a connection to personal experiences in instances of story elements. The purpose for teaching this content is for students to be able to interpret story elements and make a cognitive connection between text (story) and personal experiences.

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**Content Standards**

**TEKS:** [6E] Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance

**ELPS:** -use prior knowledge and experiences to understand meanings in English

 -use prior knowledge to understand meanings in English

-monitor oral language production and employ self-corrective techniques or other resources

- use strategic learning techniques to acquire basic and grade-level vocabulary

**Learning Objectives:**

**SWBAT #1: (function)** Answer questions about elements of a story after listening to a Read-a-Loud story

**SWBAT # 2: (vocabulary)** Identify the plot, conflict, character, and setting in a story

**SWBAT #3: (discourse)** Write two sentences connecting self to text when given sentence stems

**SWBAT #4: (syntax)** Answer questions about elements of a story after listening to a Read-a-Loud story

|  |  |
| --- | --- |
| **Language Demands** | **Language Supports** |
| FunctionAnswer questions about elements of a story after listening to a Read-a-Loud story | [ ] I will read the book aloud in class, using the Elmo which allow students to see and follow along with the words |
| VocabularyIdentify the plot, conflict, character, and setting in a story | [ ] I will Incorporate the vocabulary words into the book discussion and intertwine it into the reading so students can understand how the vocabulary words are important to understanding the story |
| Discourse Write two sentences connecting self to text when given sentence stems | [ ] I will model how to write two sentences using sentence stems: 1) about what the book is about and 2) what does the book remind them of.  |
| Syntax Create a picture of themselves with one of the story element. | [ ] Using an anchor chart, I will demonstrate how to draw a picture with each story element. (In the lesson, students will only be asked to draw one picture.) |

**Focus/Attention-Getter (5 min.):**

**SWBAT # 1 ELPS 1.E.2**

To get started on this lesson, I will show this video:

[**https://www.youtube.com/watch?v=93l-pRLX\_9A**](https://www.youtube.com/watch?v=93l-pRLX_9A)

While the video is playing, I will pause throughout the video to make references to reinforce making storybook connections and introducing the vocabulary so students can start understanding what the lesson is going to be about.

**Background Information/ Lesson Rationale (2 min.):**

**SWBAT #1 #2 and ELPS 2.C.2**

By starting out with the video, this will prepare the students for the lesson and what I am looking for when they have to answer questions about elements of a story after listening to a Read-a-Loud story and to give examples on how to identify the plot, conflict, character, and setting in a story.

**Input/Presentation/ Modeling (5 min.):**

**SWBAT # 3: and ELPS 2.C.3**

I will write on the Smartboard:

“In the book, *Gregory, the Terrible Eater*, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“This reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Along with the vocabulary words: plot, conflict, character and setting so the students can have a visual of the words as I discuss them.

I will instruct the students to write down the sentences in their journals so they can complete after I read the story to them. I will model how to write two sentences using sentence stems: 1) about what the book is about and 2) what does the book remind them of.

**Guided Practice (10 min.):**

**SWBAT #1 and ELPS 1.E.2 and 2.C.2**

I will read the book aloud using the Elmo which will allow the students to see and follow along with the words. I will pause and discuss the vocabulary words during the reading so students can understand how the vocabulary words are important to understanding the story. I will ask questions for understanding and verbally talk about the questions so students can answer aloud before completing their sentences.

**Independent Practice (20 min.):**

**SWBAT # 3 and #4 and ELPS 2.C.3**

During this time, students will complete the two sentences they partially wrote in their journal. They will be simulating the model I used as an example on the Smartboard using sentence stems: 1) about what the book is about and 2) what does the book remind them of.

Student will also use an anchor chart to draw a picture with each story element. (In the lesson, students will only be asked to draw one picture.)

I will be walking around and observing students’ journal work and giving feedback on how they are doing. I will be asking questions to those students who might need a little assistance getting started.

The book will also be on the Echo as a visual for the students to use, as well as the vocabulary words.

**Modifications for Learners with Exceptionalities: [ ]**

**Students with IEPs/504 Plans (focusing issues [possibly ADHD or ADD]) –** I will work with these students by giving them positive reinforcement and feedback during the lesson. I will try and limit any distractions during class time when students are working on assignments. During the assessment and independent practice, I will have the Elmo on with the book still placed to view and the vocabulary words on the whiteboard as visual aids for them to use.

**Students with Specific Language Needs** – I will focus on these students to ensure they are able to internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. My goal is for students to learn basic vocabulary heard during classroom instruction and interactions. Students will also know and understand to seek clarification as needed.

**Students with Other Learning Needs (mobility – temporary 504 plan)** – I have one student who is currently on crutches. Each day this student will have one new friend who will help carrying their backpack/lunch/books. I will move the student’s desk to be closer to the door for easier access and so they can be the first one out the door when we leave for specials/lunch/dismissal.

**Assessment (10 min.): [ ]**

The assessment will be the same as the Independent Practice stated above:

During this time, students will complete the two sentences they partially wrote in their journal. They will be simulating the model I used as an example on the Smartboard using sentence stems: 1) about what the book is about and 2) what does the book remind them of.

Student will also use an anchor chart to draw a picture with each story element. (In the lesson, students will only be asked to draw one picture.)

**Closure (3 min.): [ ]**

I will have a timer on the whiteboard which will mark the end of the assessment and independent practice period. This will give a visual aid to students to know how much time is left for them to complete the assignment in class. This will be helpful as I am going around and checking work by the students. As we finish up the lesson, I will use the last minute for any questions and to recap what we had just completed. The students will place their journals in the reading bin and I will review each journal to see if my objectives were met.

**Materials: [ ]**

Book - *Gregory, the Terrible Eater*

Students Journal

Pencils

Elmo

Smartboard with projector

Whiteboard with dry erase markers

**Evaluation Criterion Template**

 **Student Name** \_\_\_\_\_\_\_Sample\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_Sample\_\_\_\_\_\_\_\_

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| **Level****Criteria Evaluated** | **Excellent****(4 points)** | **Proficient****(3 points)** | **Adequate****(2 points)** | **Limited\*****(1 point)** | **Insufficient/****Blank\*** |
| Comprehension – able to write two sentences connecting self to text when given sentence stems | Student often stops to think about what is happening in the story to complete their questions  | Student sometimes stops to think about what is happening in the story to complete their questions  | Student occasionally stops to think about what is happening in the story to complete their questions | Student rarely stops to think about what is happening in the story to complete their questions  | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| Making connections by using an anchor chart to draw a picture with each story element  | Links background knowledge and examples from the story to enhance comprehension using an anchor chart | Relates background knowledge/experience to story using an anchor chart | Talks about what story reminds them of, but cannot explain how it relates to the story using an anchor chart | Does not make connections to the story with the use of an anchor chart |
| Understand elements of a story after listening to a Read-a-Loud story | Retells elements of the story in logical sequence with some extension to overall theme or background knowledge | Retells all key elements of the story in logical sequence | Randomly retells some of the elements of the story | Unable to retell elements of the story |
| Participation | Student actively participates at all times | Student actively participates most of the time | Student participates some of the time | Student participates occasionally  |
| On task behavior | Student is always on task | Students is usually on task | Student is sometimes on task | Student is rarely on task |

When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

 https://aac.ab.ca/materials/rubric-materials/