

LLED 3425 Lesson Plan

CHARACTERS LESSON PLAN	
Student Name: Ms. Costa	Lesson Date: October 28, 2013 / 10:40-11:05am
Group Setting: One-on-One	Student Grade Level or Age: 3 rd Grade
Lesson Title: Identifying Characters	
Organization of Lesson: One-on-One	
<p>Statement of Purpose: I decided to do this lesson individually with my mentor student because he specifically needs to work on reading comprehension and really focus on what he is reading, rather than just reading the words. During the assessments he got easily distracted so I wanted to work with him individually so no one would distract him from focusing on the reading and the organizer. Although he has learned characters before, I do not think he truly understands how they impact the story. Also, through informal assessments I have noticed that he struggles with being descriptive in his writing. I feel that with the knowledge about characters and how to better create them, he will be more successful in not only reading about them but also writing about them.</p>	
<p>OBJECTIVES –</p> <ol style="list-style-type: none">1. ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.2. The student will be able to identify the characters in the story.3. The student will be able to elaborate on the characters based on the story being told as well as the illustrations.	
<p>MATERIALS –</p> <ol style="list-style-type: none">1. Paper2. Markers3. Graphic organizer (handout attached)4. Pencil5. <i>The True Story of the 3 Little Pigs</i> By: Jon Scieszka	

PROCEDURES –

1. Opening: I will open this lesson by discussing and reviewing what a character is and what character traits and adjectives are. Some questions I will ask to get his mind going are: “Can you tell me what a character is?” “How do we know if there are important or not?” “Can there be more than one character in a story?” “Can you tell me what a character trait is?” “What about a adjective?” Together, we will create a T-chart. The two categories will be characters and traits/adjectives. Under each category we will list their definition, or what they are.
2. Mini-Lesson: After reviewing what characters and character traits are with our T-chart, we will read *The True Story of the 3 Little Pigs*. As I read the story I will ask, “Who are our characters right now?” “What do we know about them?” in order to see if he is really grasping the idea. After finishing up the reading, we will fill in the T-chart with examples of each. We will discuss the characters in the story and some of their traits and adjectives that describe them based on both the story and the illustrations.
3. Work Time: After we have filled in the T-chart together, Jacob will then fill in his graphic organizer. I will not be helping him during this time; however, he can refer back to our T-chart as well as the story as he needs them. The graphic organizer is a little different from the T-chart so he will have to think and he may struggle a little bit, but I will let him try his best to do it with no help.
4. Closing: After completing the graphic organizer I will have him share with me what he has done. I will also ask him if he has any questions before we end the lesson for the day. I also told him that our next lesson would be about setting and how it affects our story. I also explained that we would use the same book so that we can focus on one book until we have all of them down.

DIFFERENTIATION:

This lesson was differentiated for Jacob in the sense that it was completely focused around him. He needed to learn more about characters and how to really pick them out of the story. We also did it individually to help with his behavior issues.

ASSESSMENT: I will assess Jacob throughout the whole lesson. Informally, I will assess him during the opening as well as during the mini-lesson as I ask him questions about characters and character traits. I will then more formally assess him through the graphic organizer he will complete during his work time.

Characters

• A person in the book who talks - can be animals, food, etc.

Examples:

* Alexander T. Wolf
↳ AI

* First Little Pig

* Second Little Pig

* Third little Pig

Traits/Adjectives

• What a person is like on the inside

• Gender

• describing word

→ Nice, has a col

→ Nice, fat, Quiet

→ hairy, Kind

→ mean, selfish

Name: J

Date: 10/28/13 and 11/6/13

Who are the important characters in the story?

Al, 1st Pig, 2nd Pig, 3rd Pig, big bad mean pig

What are some adjectives you would add to better describe the characters?

Al → Nicely light brown wolf
1st → Nicely fat, quiet
2nd → Kind, hairy pig
3rd → Mean, selfish

Title:

True story of 3 little pigs.

Author:

Jon Scieszka

What is the setting of the story?

Outside

1st little pig's house | 2nd little pig's house

3rd little pig's house

What are some details you would add to better describe the setting?

What does the

tail look like

where pig's house

Location

Al's point

of

view

Lesson Plan #1 Reflection:

Overall, I feel that this lesson went really well. However, it was a struggle to fit it in because we had a substitute on this day so I was really needed to be in there with the whole class. Because of this, I ended up doing this lesson with Jacob in the back of the room at the teacher table, while the rest of the class was on the computer. I was very pleased with the way Jacob responded to this. He was actually very focused on the reading as well as our conversation. I thought it would be a struggle because we were in the classroom; however, it seemed to work out great. Even though he was focused, it still took us awhile to do this lesson. I felt like it should have been a lot quicker but he is a very slow writer which makes it really hard to do a lot in one time frame with him. Knowing this, I did shorten the lesson down after the previous assessments that we did. Originally we were going to do the characters and setting graphic organizer on the same day, however, after doing the six assessments with him, I did realize his writing pace and knew we would not be able to complete both of them in up to a 30 minute time frame.

I know that they have gone over characters and their traits before, however, I am not sure how extensively they went over it. Jacob was able to tell me who the characters were; however, he struggled with the character traits. He wanted to tell me more adjectives about the characters, rather than really thinking about the “people that they are”, on the inside.” I was pleased that not only was he using the illustrations to tell me about the characters, even about how they looked, but he was also using the text to base it off of. For instance he said the Third Little Pig was selfish because he would not help the wolf out and he was only thinking of himself. He also remembered that the Second Little Pig was shaving so he was able to determine that he must be hairy.

Following the lesson with Jacob, I talked to my mentor teacher about the lesson. I was not able to talk t him about it immediately, because we had a substitute, but I was able to catch him

after school, between his meetings. He said that they had briefly covered characters, however, that was really all he had to say. However, he also mentioned that he liked that I used the paper for a T-chart to practice as if I was using an anchor chart for whole class.

Based off of this lesson, we will go into the setting next. I feel that Jacob does have a good understanding of the characters and how important they are in the story. He looked at me like I was crazy when I asked him, "What if there was no wolf, how would this story be different?" It will be interesting to see how he does with the setting in the next lesson. We will use the same book in order to keep a steady flow and connection. I feel that every time you read a story, you learn something new or realize something new about the story that you did not see before. I also feel that this story has very identifiable characters and settings making it the perfect book for these two lessons.

LLED 3425 Lesson Plan

SETTING LESSON PLAN	
Student Name: Ms. Costa	Lesson Date: November 6, 2013 / 10:00-10:30am
Group Setting: One-on-One	Student Grade Level or Age: 3 rd Grade
Lesson Title: Settings	
Organization of Lesson: One-on-One	
<p>Statement of Purpose: I decided to do this lesson to review Jacob's understanding of setting. I wanted to do it individually so I can pay 100% attention on what he is saying, rather than him saying what his classmates are. He needs to focus on what is going on in the story, rather than just reading the words. This will overall help him comprehend what is going on in every story if he can understand the settings. It is important for him to understand how the setting impacts the story. The whole story will be different if the setting changes. This lesson is perfect for this time because it is following the character lesson. Both of these aspects are very important for comprehension and they build off of each other.</p>	
<p>OBJECTIVES –</p> <ol style="list-style-type: none">1. ELACC3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).2. The student will be able to identify the setting(s) in the story.3. The student will be able to elaborate on the setting based on the text as well as the illustrations in the story.	
<p>MATERIALS –</p> <ol style="list-style-type: none">1. Paper2. Markers3. Graphic organizer (handout attached)4. Pencil5. <i>The True Story of the 3 Little Pigs</i> By: Jon Scieszka	

PROCEDURES –

1. Opening: I will open this lesson by discussing and reviewing what a setting is. Some questions I will ask Jacob are; “What is a setting in a story?” “What are some ways we can know where the setting is?” “Can there be more than one setting in a single story?” After we have discussed these questions, we will create a T-chart together. Our T-chart will be based on our story. The left side is labeled setting and the right side is labeled adjectives. This is so that we can talk about what the setting is like in the story as well as how we know where the setting is.
2. Mini-Lesson: After creating our T-chart together, we will talk about *The True Story of the 3 Little Pigs*. We will review what Jacob remembers and then we will reread the story one last time. As I read the story I will ask, “Where are the characters right now?” “Is that a setting?” in order to see if he is really grasping the idea of being able to truly discuss the settings in a story. We will then continue to fill in our T-chart with bullets from our story. We will fill in the settings and then talk about the description as well.
3. Work Time: After we have filled in the T-chart together, Jacob will then fill in the setting section of his graphic organizer. Jacob will be looking back at our T-chart as well as the story if he needs to, however, I will not be sitting next to him helping. He needs to work on his own. The graphic organizer is a little different from the T-chart, therefore, he cannot just copy the chart or it will be wrong. If he gets stuck I will be here for him to raise his hand so I can help.
4. Closing: Once he has completed the graphic organizer completely, he will share with me his thoughts and we will discuss what he has said. I will ask him if he has any questions before we move on. I will also tell him about our next lesson so that he will be prepared. I will tell him we will talk about problem/conflict and solution next week.

DIFFERENTIATION:

This lesson is completely differentiated because I created this lesson based on his needs of reading comprehension. In this lesson he is fully focused on the reading and graphic organizer, with no other classmates to distract him. He needed to focus more on the setting so that he can truly understand the story and know why it is important.

ASSESSMENT:

I will assess Jacob throughout the whole lesson. Informally, I will assess him during the opening as well as during the mini-lesson as I ask him questions about the setting. I will then more formally assess him through the graphic organizer he will complete during his work time on the setting of *The True Story of the Three Little Pigs*.

Setting

Adjectives

- Where the story takes place
- When

- What it looks like
- how it feels
- we see through words and pictures

* Al's house → Kitchen

* outside

* 1st little pig house

* 2nd little pig house

* 3rd little pig house

* Prison/Jail

→ Pictures

→ Went to house (words)

→ Picture

Student filled in handout on Page 52.

Lesson Plan #2 Reflection

This lesson plan was put in place after the characters lesson plan to make sure Jacob had an understanding of what the characters were doing in the story. Overall, this lesson went very well. I set this lesson up just as the characters lesson was set up because that way went very well also. Just as we did the last one, we did this setting lesson plan in the back of the classroom during the reading block. He was focused, however, just as in the previous one, it took awhile because of him not wanting to rush. He was able to tell me exactly what a setting was and it sparked further conversation about the story as well as his own life, which I really enjoyed. This lesson went a little bit quicker than planned. Since he writes really slow and takes while to focus, I planned this one for 30 minutes as well but it only took us 20 minutes to complete. I think this could have been because he had read the story so many times, or heard me read it that he didn't really have extra comments or questions as we were reading.

I feel that in the classroom, they had went over setting a little bit more in depth than the characters because he was able to tell me more about what was going on in the story and how the setting changed frequently. It was clear that he relied on both the text as well as the illustrations for the setting. For example, when Al was in the kitchen with a burger, it was not mentioned that he was in the kitchen in the text, however, when looking at the illustrations, it was clear that he was in the kitchen.

Unfortunately, I did not get any feedback on this lesson with my mentor teacher. I told him I was going to do a lesson on setting; however, I did not get to in depth about it afterwards. All he said was that he was happy I was working with Jacob and that his writing and comprehension skills have increased from before I started working with him.

Following this lesson on setting, I will be doing a conflict/solution lesson plan with Jacob. I will set it up the same as these two previous lessons, with the T-chart as well as using the same book. I feel that consistency is helpful with him because of his attention and behavior issues. With consistency, he knows what is going to happen each and every time, rather than having to guess what he will be doing. I am going to use the same book again because he does have such a good understanding of it and with everything building together, he can focus on the individual parts of the end hand-out rather than having to focus on the story and comprehending what is going on.

LLED 3425 Lesson Plan

CONFLICT/SOLUTION LESSON PLAN	
Student Name: Ms. Costa	Lesson Date: November 11, 2013 / 10:30-11:00am
Group Setting: One-on-One	Student Grade Level or Age: 3 rd Grade
Lesson Title: Conflict & Solution	
Organization of Lesson: One-on-One	
Statement of Purpose: Following lessons with Jacob on characters and setting, I decided that he needed more work on understanding the parts of stories. Shown through his assessments, he needs work on comprehending different stories. I believe that part of this is being able to understand the conflict and how it was resolved in the story.	
OBJECTIVES – 1. ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. 2. The student will be able to identify the conflict in a story. 3. The student will be able to identify the resolution to the conflict. 4. The student will be able to tell how the story would be different if the conflict or solution were changed.	
MATERIALS – 1. Paper 2. Markers 3. Problem/Conflict Handout 4. Pencil 5. <i>The True Story of the 3 Little Pigs</i> By: Jon Scieszka	

PROCEDURES –

1. Opening: To open this lesson, Jacob and I will go over *The True Story of the 3 Little Pigs* one more time. We are not going to read the story again because I feel that he knows exactly what happened. If we start discussing the story and he does not remember it correctly, we will indeed reread the story, to clarify or correct his thinking.
2. Mini-Lesson: After we discuss the story, we will make a T-chart based off what Jacob already knows about problems and solutions in any story. He will define; in his own words both problem and solution. We will then discuss *The True Story of the 3 Little Pigs* in direct reference to problem and solution. We will list the problem(s) of the story as well as the solution(s) under the definition of each on the T-chart.
3. Work Time: Once we have filled out our T-chart of problems and solutions in *The True Story of the 3 Little Pigs*, Jacob will go back and work on his handout independently. He will write about the problems and solutions from the story. Because we just discussed the problems and solutions, he should remember what was said, rather than having to look at the T-chart. Therefore, during his work time, he will not have access to the notes we too together.
4. Closing: At the end of the lesson work time, we will go over the hand out together and then go back to our anchor chart. We will take note of how the story would be different if there was a solution or if there were no problems.

DIFFERENTIATION:

This lesson was specifically designed for Jacob, due to him needing to practice and learn about the different aspects that go into comprehending a story. He was able to ask me questions at any time they may be needed.

ASSESSMENT:

The assessment for this lesson is going to be the handout that he will fill out individually. I will also informally assess him while we are discussing the problem and solution definitions. This will tell me what he already knows coming into the lesson.

Problem

◦ Something that is wrong in a situation for the characters.

* Al did not have sugar for his granny.

◦ * 3rd little pig Made Al crazy and the cops came so he went to jail

Solution

◦ Something that fixes the problem

Never got the sugar.

NO SOLUTION

What are the problems?



Al doesn't have

Sugar + his grandma.

Al had a cold.

Al sneezed

a great sneeze & blew the house down.

What are the solutions?

No Solution because

Al never got a cup
of Sugar.

Title: True story of the 3 Little Pigs

Lesson Plan #3 Reflection

I think this lesson went pretty well overall. However, I was not as prepared for this one as I was the previous two. I was planning on teaching it on a different day but my mentor teacher had me do it earlier than planned so I did not have the handout. I improvised and just made one right there with him as we were talking about the story. We did this lesson outside in the hallway this time because the class was doing something different and I felt it would be too loud in there for Jacob to focus. I would rather go out in the hallway than him not be able to focus. Jacob had a good understanding of conflicts and solutions; however, he was not nearly as focused as he had been previously.

He did a really good job explaining to me what a conflict or problem and a solution or resolution is. He also was able to tell me that they truly impact all of our stories. For the part of the T-chart where we discussed "What if there was not a problem?" or "What if Al never needed to sugar?" he really understood how much they change. These were things that he was really good at explaining. I was surprised that he understood these so in depth. These story elements are so important for the students to understand and really comprehend stories. I hope that he will think of these different elements while reading others stories, as well as when he is writing his own stories.

Speaking with my mentor teacher, he was surprised that Jacob was able to recall the story without us rereading it. He said that it is surprising because usually he can't. However, this may be because we have read it so many times already. My mentor teacher was also surprised that he could give me all the information straight from memory.

For the next lesson, I think it would be really beneficial to have Jacob write his own story. He would use the 3rd grade rubric as well as the expectations for there to be characters, settings, a

conflict, and a solution. This will be used as a sum up activity as well as an extension activity to see what he can do with his writing. I believe that the lessons we have worked on with reading will help him be able to write better stories.