LESSON PLAN OUTLINE

JMU Elementary Education Program

* Kimberly Edmondson
* Cooperating Teacher and School: Laura Gochenour, Wilson Elementary
* Date and Time Lesson is to be Presented: October 10th 2013, During Reading about 1:40
* Date written plan is submitted to the Practicum Teacher: October 9th, 2013

A. TITLE/TYPE OF LESSON : Having a Ball with Comprehension: Ball Toss

B. CONTEXT OF LESSON

Before this mini lesson was conducted, I had a conversation with my practicum teacher about a book she would be reading to the class during immersion week. The book is called Ruby and the Copycat by Peggy Rathmann. She told me that they were using this book to learn about text to self-connections. I thought that it would be appropriate to use this book again for comprehension. This is an appropriate activity for these students at this time so they can practice comprehension of plot, connections, and characters. The text is not too long so they should have an understanding of the entire book. This lesson is appropriate to child development because these children are in the concrete operational stage of their development according to Piaget. This means that they are no longer egocentric and can relate to others points of views. This is appropriate for this activity because the students will need to form connections with the characters in the book and in their own lives. Since the students were learning about text-to-self comprehension some of my question directly related to that topic more so than others.

C. LEARNING OBJECTIVES

|  |  |  |
| --- | --- | --- |
| Understand – what are the broad  generalizations the students should begin to develop? (These are typically difficult to assess in one lesson.) | Know – what are the facts, rules,  specific data the students will gain through this lesson? (These “knows” must be assessed in your lesson.) | Do – what are the specific thinking behaviors students will be able to do through this lesson? (These will also be assessed in your lesson.) |
| U1- The student will develop a deep understanding of the content of a narrative book with comprehension skills. | K1- The student will sequence events in the story.  K2- The student will describe characters.  K3- The student will retell a story. | D1- The student will verbally identify the main characters of the story.  D2- The student will verbally identify the setting of the story, where and when did it take place?  D3- The student will verbally identify the characteristics of the beginning, middle, and the end of the story.  D4- The student will identify the problem of the story and how it is solved. |

D. ASSESSING LEARNING

To assess the students learning, the students will verbally state the answers to the group about the book. I will be able to help students that are struggling and scaffold their answers by providing them with support or rephrasing question that they may be struggling with. The group members can also correct others if they have repeated a thought or if something they are thinking is incorrect, this will allow them to work constructively in a group setting with some guidance. I will also record the answers that they say out loud by writing the answers in an observation chart which shows the common answers of the students.

E. RELATED VIRGINIA STANDARDS OF LEARNING (and NATIONAL STANDARDS if required)

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

a) Explain the author’s purpose.

b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.

c) Identify the main idea.

d) Summarize supporting details.

e) Identify the problem and solution.

h) Draw conclusions/make inferences about text.

i) Make, confirm, or revise predictions.

k) Use reading strategies throughout the reading process to monitor comprehension.

F. MATERIALS NEEDED

- Inflatable beach volleyball or plastic ball

- Sharpie

-Observation sheet

-Book: Ruby and the Copycat

I will provide the comprehension beach volleyball with question written around the outside in a sharpie. I will also bring the observation sheet for my own use and assessment. The book was provided by my cooperating teacher.

G. PROCEDURE

1. Before the activity begins write the following questions on the inflatable beach volleyball

- Who are the main characters?

- Where and when does the story take place?

- What happens in the beginning?

- What happens in the middle?

- What is the problem?

- What does the main character do?

- How is the problem solved?

- How does the story end?

- How can you connect the text to your own life?

2. Gather a group of students, whole class or smaller group, in an open area.

3. Toss the volleyball and as the student catches the ball, the question that is closest to the right thumb of the student is the question that they should answer out loud.

4. After they answer the question they toss it to another student. It continues.

5. If the same question is received, multiple times the students can add details to the answers or pick another question on the ball.

6. Continue until the question on the ball have been all answered. Be sure to discuss more in depth any concepts that the students are having trouble with.

H. DIFFERENTIATION

To help all the learners in the group, I can provide questions to prompt their thinking. For example, what happened in the middle can be rephrased to say, “what happened after Ruby went home at lunch?” Another way to help them would to allow them to ask a friend for help. This could be a resource to their memory.

I. WHAT COULD GO WRONG WITH THIS LESSON AND WHAT WILL YOU DO ABOUT IT?

Something that could go wrong with this lesson is that the students will not be able to go in the hallway to do this lesson. This could be due to other classes activities or students taking tests. If so this could be modified to be played in the classroom with a full class. Another problem that could go wrong is that one of my practicum students may not be able to catch the ball because of special circumstances, in this case we could roll the ball in a circle instead to continue the activity.

Lesson Implementation Reflection

As soon as possible after teaching your lesson, think about the experience. Use the questions/prompts below to guide your thinking. Be thorough in your reflection and use specific examples to support your insights.

I. How did your actual teaching of the lesson differ from your plans? Describe the changes and explain why you made them.

The actual teaching of the lesson differed from my plans slightly because the students kept wanting to say the same answers or make their similar to other students. I think that something that helped the second group out was that we reviewed the book with a picture walk more in depth then the first group that I did this activity with. This allowed them to come up with more unique answers.

II. Based on the assessment you created, what can you conclude about your impact on student learning? Did they learn? Who learned? What did they learn? What evidence can you offer that your conclusions are valid?

Based on the assessment I created which was an observation chart, I can conclude that most of the students had a firm grasp on many of the aspects of the story. They were able to come up with personal answers which related the characters to their own lives. They learned the main characters, plot, and how to connect to the story through the thought provoking questions that was provided. Some of the questions were more open ended so there were no right or wrong answers, but the students reasoning showed that they had a good grasp on the story.

III. Describe at least one way you could incorporate developmentally appropriate practice in a better or more thorough way if you were to teach this lesson again.

One way that I could incorporate developmentally appropriate practice in a better or more thorough way if I were to do this lesson again would be to have the students is to see which topics in comprehension they had been struggling on before and add more of those types of questions to the ball. This would allow the students to practice concepts which may be more abstract and harder to grasp. The concrete items in the story are something that the students were able to master more quickly.

IV. Based on the assessment data you collected, what would you do/teach next if you were the classroom teacher?

Based on the assessment data that I collected, I would next teach part f of the SOL which state that the students will connect one text to other texts that they have read in the past. Since the students were all able to connect the text to their own lives, they should be able to move on to a more challenging task of comparing the aspects of Ruby and the Copycat to another story of their choice, or a story that the class would read together.

V. As a result of planning and teaching this lesson, what have you learned or had reinforced about young children as learners?

Something that I learned from this lesson is that the students can come up with very insightful answers about a text they might not be very familiar with. For example, one of the boys in the class was able to answer the question “when does the story take place?” Instead of giving a more generic answers like “in the day time”, the student said “I think this story was in the late 80s or early 90s because of the way the students dressed. It looks a little old fashioned and the students go home for lunch so I know we don’t do that anymore”. The book received its copyright in 1991 which was a time when the student was not even born yet.

VI. As a result of planning and teaching this lesson, what have you learned or had reinforced about teaching?

This showed me that there are ways to teach comprehension without having the students just fill out worksheets for their reading time. Often now-a-days, teachers are able to give out worksheets to the kids which cover the material, but they are not always meaningful or exciting for the students. It is important to engage students in the activity that is planned for them.

VII. As a result of planning and teaching this lesson, what have you learned or had reinforced about yourself? After teaching this lesson, I felt like that the students will listen to me more as an authority figure in my practicum class. The students were able to spend more time with me over immersion week and become more comfortable asking me questions about different things. This was also seen in my mini-lesson as students shared their connections to the text.