

Mini Lesson Plan One (1)

Teacher:			
Grade Level: Kindergarten			
Course Unit: ELA: Reading Literary-Key Details in a Text			
Lesson Title: Spotlight on Key Details		Length of Lesson: 60 minutes	
Essential Literacy Strategy:		Requisite Skills Required:	
Identify story elements, character traits, or themes		Students should be able to listen to a story read orally, to be able to discuss certain elements of the story with turn-and-talk partners, and to convey their knowledge both verbally and using pictures, words or simple sentences.	
Focus/Big Ideas/Learning Goals: What do you want students to be able to know and do as a result of this lesson?		Learning Objectives: What do you want students to be able to <u>understand</u> as a result of this lesson?	
I CAN Statements <ul style="list-style-type: none"> • I can use the story chant to help remember key details in a text. • I can identify the characters and settings in a story. • I can identify the major events in a story. • I can identify the problem, solution action and/or resolution (solution) in a story. • I can recognize the main idea of a story, and identify the details that support the main idea. 		Students will learn a story chant to help them identify and remember the key details in a text. Students will be able to define and identify the key elements of a text, including the characters, the setting, the problem, the action, and the outcome. Students will understand that each of these elements combine to create a unique story.	
Standards:			
ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).			
Academic Language: (Lesson specific)		Essential Questions: (Big ideas driving the lesson)	
Characters, Setting, Problem, Action, Resolution (Solution), Main Idea, Details, Strategy, Investigate, Comprehension		What are the characters, settings, problems, and events in a story? How do I get information? What can you learn from retelling or sharing a story?	
Pre-Assessment: How will you determine prior knowledge?	Hook: How will you catch the attention of your students and focus their minds on today's learning goals?	Real World Connection: How are learning goals relevant to students' lives?	Student Reflection: How will you provide for student reflection?
Prior to the start of the lesson, the students will complete a pre assessment that will determine their prior understanding of the key details in a story. The students	The students will be told that, as readers, their goal should be to investigate the texts they read. They will be told to prepare themselves to discover all the pieces and parts of the book that make	The purpose of the first mini-lesson is to make sure the students are familiar with the major components of a story. It is vital that the students learn these key elements not only to serve as a reading comprehension	This lesson will give the students an opportunity to identify key elements in various familiar stories. The students will have an opportunity to reflect on how each of these elements combine to create a unique story.

video is over the mini lesson 3

text, text-to-self, and text-to-world connections based on what they see.				
Transition? Teacher will state: <i>"Now that we have listened to the book, let's talk about the parts that are important to helping us understand (comprehend) what we have read."</i>				
<p>The teacher will model the story chant for the students, having the students join in for the second time. The teacher will break the components down by story element, modeling for the students the thought process used to determine each component. For example, the teacher would say that Clifford appears on the cover of the book, and on almost every page throughout the story, so he must be an important character. The teacher will model identifying all important story elements. Then, as a class, the students will use their flashlights to "highlight" the important story elements that are posted around the room. The story elements will be identified in Spanish and recorded on a TIP chart to accommodate ELL students. The teacher will next show the class two other Clifford books and ask some detailed questions to lead the students to understand that the story elements make the books different in spite of common characters (for example: If the main character is the same in all the books, what makes the stories different?)</p>	<p>Time 20 mins.</p>	<p>Middle</p>	<p>What is comprehension?</p> <p>Why is it important to comprehend what you have read?</p> <p>How does being able to identify the characters, setting, problems, actions, and solution help you comprehend a story?</p> <p>How do all of these elements combine to make each story unique?</p>	<p>The Story Chant</p> <p><u>Clifford for President</u> by Mark McVeigh</p> <p><u>Clifford's First Valentine's Day and Clifford goes to Dog School</u> by Mark McVeigh (previously read)</p> <p>Flashlights</p> <p>Book Pictures highlighting various story elements</p> <p>TIP chart to be created by the teacher and students collaboratively</p>
Transition? The teacher will state: <i>"We have done a great job working to discover the key elements in our story. Let's tiptoe to our tables and get started on an activity to help show what we have learned."</i>				

Mini Lesson Plan Two (2)

Teacher:

Grade Level: Kindergarten

Course Unit: ELA: Reading Literary-Key Details in a Text

Lesson Title: Share what you know!

Length of Lesson: 60 minutes

Essential Literacy Strategy:

Requisite Skills Required:

Identify story elements, character traits, or themes

Students should understand that speaking and writing conventions follow rules. Students should also recognize that these conventions are different in different languages.

Focus/Big Ideas/Learning Goals: What do you want students to be able to know and do as a result of this lesson?

Learning Objectives: What do you want students to be able to understand as a result of this lesson?

I CAN Statements

- I can identify the key elements of a story using pictures.
- I can identify the key elements of a story using words.
- I can share my understanding of a story using appropriate communication rules (language conventions).
- I can give my partner feedback to help him grow.

Students will use appropriately structured sentences when writing to retell the key details of a story.

Students will use complete sentences when retelling the key details of a story orally.

Students will understand that retelling a story helps them better understand what they have read or heard.

Standards:

ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

Academic Language: (Lesson specific)

Retell, written, oral, question, language

Essential Questions: (Big ideas driving the lesson)

Is the order of the words important when we retell a story?
Can the word order impact our understanding?

Ongoing Assessment:

How will you determine prior knowledge?

Hook: How will you

catch the attention of your students and focus their minds on today's learning goals?

Real World

Connection: How are learning goals relevant to students' lives?

Student Reflection:

How will you provide for student reflection?

The observational checklist and notes from closing the previous lesson will be used to identify students in need of additional scaffolding to accurately determine the key elements of a story.

The teacher will begin the lesson using Yoda speak, focusing on rhyming and inverting sentence structure. A few common phrases such as "Smart you are", "Do or do not, try or try not" "Powerful you have become", "Patience you must have", and "Truly

These students are fully aware of how impactful communication errors are, as the majority are ELLs. This is an opportunity to illustrate how important it is to learn, understand, and apply the conventions of the language you are speaking and writing.

Students will be challenged to think about what happens when communication breaks down. How does this impact their ability to understand what is being shared with them? What are some strategies they can use to help overcome a

<p>The teacher will ask the students if there are any phrases in the story that don't make sense to them. They will be asked to identify them. The primary focus of this discussion will be the phrase "Sam I am." The students should be asked if the unfamiliar wording of the phrases makes the story difficult to understand.</p>	<p>15 mins.</p>	<p>they are written using unfamiliar language and sentence structure?</p> <p>Is there a special order you should use for the words when you retell a story?</p> <p>How do we retell a story in writing? What does that writing look like?</p>	
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Transition? After hearing student's responses, the teacher will state: *"I know it can be confusing if the words are not in the order we are expecting. Let's look at how we would put the words in the correct order when we retell a story."*

<p>The students will first be invited to provide suggestions about how to improve the retelling of the story. The teacher will then model, in both English and Spanish, the syntax that should be used when retelling particular story elements, for example "The characters in the story are ____." or "The setting(s) in the story is (are) ____." The students will repeat the sentence stems as they are spoken, and they will be recorded on an anchor chart. Point out English/Spanish syntax/discourse differences when appropriate. Once students are familiar with the sentence stems, they will break into small groups to "walk the words" on the floor. The whole class will read the stems aloud with each group as they walk their sentence stem. The teacher will further share that retelling a story in writing is done simply by stringing the completed sentence stems together to form a paragraph. The teacher will first model a written account of a story sharing her thought process with the students, then the students will retell a story in writing using the walk the room sentence stems from the floor while seated in a circle.</p>	<p>Time</p> <p>20 mins.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Middle</p>	<p>Why is it important to use the right words when retelling a story?</p> <p>How does retelling a story help me to understand the story better?</p> <p>How is retelling a story when you talk different from retelling a story when you write? How are they similar?</p> <p>Do these sentences sound the same way to you in English as they do in Spanish? What sounds different? Would you write them the same way? (The CT will model the sentence stems in Spanish for the bi-lingual students to compare and contrast.)</p>	<p>Anchor chart paper</p> <p>Sentence Stems on Walk the Word papers</p>
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Transition? Teacher will state: *"Now that you know which key details are important to use in retelling a story, we are going to work with partners to put your new comprehension strategy to work."*

Mini-Lesson Plan Three (3)

Teacher: _____

Grade Level: Kindergarten

Course Unit: ELA: Reading Literary-Key Details in a Text

Lesson Title: Easy Peasy Retelling

Length of Lesson: 60 minutes

Essential Literacy Strategy:

Requisite Skills Required:

Identify story elements, character traits, or themes

Students should be able to navigate the MeeGenius app, listen to the selected story, and work cooperatively with a partner.

Focus/Big Ideas/Learning Goals: What do you want students to be able to know and do as a result of this lesson?

Learning Objectives: What do you want students to be able to understand as a result of this lesson?

I CAN Statements

- I can use the summarizing chant to help me remember the key elements in a story.
- I can include the key story elements when I retell a story.
- I can ask my partner questions to help him grow.

Students will use the summarizing chant to quickly identify key story elements that should be included when retelling a story.

Students will listen to a story, paying attention to the key elements that will be included when the story is retold.

Students will convey an understanding of a story by retelling the story to a classmate.

Standards:

ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

Academic Language: (Lesson-specific)

Essential Questions: (Big ideas driving the lesson)

Summarize, key elements

How does the ability to retell a story show that you understand the story?

Ongoing Assessment:
How will you determine knowledge growth?

Hook: How will you catch the attention of your students and focus their minds on today's learning goals?

Real World Connection: How are learning goals relevant to students' lives?

Student Reflection:
How will you provide for student reflection?

The observational checklist and notes from the previous lesson will be used to identify students in need of additional scaffolding to accurately determine the key elements of a story.

The teacher will invite the students to the carpet to play a game. The object of the game is to guess which story familiar to the students is being retold. The teacher will proceed to be very vague and include minimal key story details, preventing the students from naming the story.

Students are learning about what information is relevant, and how to share that information with others. This will be valuable to students as they learn to relay personal life experiences with others. More importantly, it teaches them to look for key information as they read.

Students will be challenged to listen to a story not just for enjoyment, but also for learning the key elements that must be retold. They will be asked to connect this ability to other subjects where this might be useful. One example would be shared research writing.

Transition? Teacher will state: "Great work identifying those stories by their key details! Now it is your turn to retell a story to me!"

The teacher will ask for two students to join her at the front of the class to lead the story chant. Once the students have completed the chant, they will be shown the book Rufus Goes to School as a reminder from the earlier lesson. The students will be instructed to turn-and-talk to their partners to identify each story element individually. Pairs of students will be invited to the front to retell a portion of the story to the class. To recap the story, the teacher will complete an anchor chart containing the key elements of the story the students just retold.

Time
15
mins.

Middle

Why is talking to a partner helpful for you when you are trying to understand a story?

Rufus anchor chart

Easel

Chart Markers

Transition? The teacher will state: "You have done a great job retelling a story as a class. Raise your hand if you think you are ready to try it on your own!"

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The students will have a partner within their applied practice group, based on readiness levels and language needs. Each student will listen to one of two teacher-specified stories on the Kindle. The students will be instructed to listen to the story as many times as needed to remember the key story elements. Stories have been specified to allow the teacher to be familiar with the stories in the event that scaffolding is needed. The students will then take turns retelling their story to their partner, using the Story Sticks as a visual reminder of the key elements that should be included. Once the students have retold the story orally, they will complete the Story Sticks story board on the book they listened to. Enrichment students will be encouraged to use full sentences to complete the story board. On-Level students will be encourage to use pictures and words as appropriate to complete the story board. And Support Students will be encouraged to

Time
35
mins.

Applied Practice

Are there any elements that make your stories similar?

Did you follow the same process when you completed the story board as when you retold the story by talking? What was the same? What was different?

Did retelling help you to understand the story better?

Kindles and headphones

MeeGenius App

Story Sticks by Keeping It Captivating
(available on

<https://www.teacherpayteachers.com/FreeDownload/Retelling-Sticks-064541000-1371954755>)

Story Sticks Story Board

Pencils and crayons

Partner Glow and Grow sheets