

Lesson Title: The Scarecrow's Hat Lesson Plan	
<p>Grade: Kindergarten Number of students: 26 Date: Thursday October 22, 2015 Time: 2:10pm-2:45pm Grouping: Whole group Subject: English Language Arts Topic: Problem and Solution</p>	<p>Text: The Scarecrow's Hat By: Ken Brown</p>

California Common Core State Standards	
English Language Arts and Literacy	<p>→ RL: Reading Standards for Literature K–5</p> <ul style="list-style-type: none"> ◆ <u>Domain: Key Ideas and Details</u> <ul style="list-style-type: none"> ● <i>Standard #3</i> - Describe characters, settings, and major events in a story, using key details ◆ <u>Domain: Range of Reading and Level of Text Complexity</u> <ul style="list-style-type: none"> ● <i>Standard #10</i> - Actively engage in group reading activities with purpose and understanding
English Language Development	<p>→ Part I: Interacting in Meaningful Ways</p> <ul style="list-style-type: none"> ◆ <u>A. Collaborative</u> <ul style="list-style-type: none"> ● <i>Standard #1</i> - Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics ◆ <u>B. Interpretive</u> <ul style="list-style-type: none"> ● <i>Standard #5</i> - Listening actively to spoken English in a range of social and academic contexts

Student Learning Objectives
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe characters in the story, using key details <input type="checkbox"/> Describe settings in the story, using key details <input type="checkbox"/> Describe major events in a story, using key details including problems and solutions. <input type="checkbox"/> Actively engage in group reading activities <p><i>English Learners will also be able to:</i></p>

- Exchange ideas orally with peers
- Listen actively to spoken English during the read aloud

Communication of Learning Objectives

Prior to the Lesson

- The teacher will introduce the topic of the lesson, describing characters, settings, and major events in a story, using key details including the problems and solutions in a text, and explain what the students will learn (see learning objectives).
 - ◆ The learning objectives will be posted on the board in the form of “I can” statements.
 - ◆ The “I can” statements will be accompanied by visuals under the written words to improve comprehensible input for all students.

During Instruction

- The teacher will revisit the learning objectives during the read aloud.
 - ◆ The learning objectives will be posted on the board in the form of “I can” statements.
 - ◆ The “I can” statements will be accompanied by visuals under the written words to improve comprehensible input for all students.

During the Closure of Lesson

- The teacher will discuss how the students met the learning objectives
 - ◆ “Today we learned how to describing characters, settings, and major events in a story, using key details including the problems and solutions in a text. We also learned how to listen to a read aloud with a purpose or a reason, which was to look for problems and solutions.”
 - ◆ The teacher will then have the class orally repeat the objectives they have mastered in choral response form using “I can” statements.

Assessment of Student Learning

Formative - Entry level

- The teacher will assess the students’ prior knowledge of the definitions of characters, settings, problem and solution.
 - ◆ Students will be asked to provide examples of literary elements (character, setting, problem, and solution) in other stories they have read, movies/shows they have seen, etc.
 - * *Feedback:* Students will be provided with specific immediate feedback that focuses

on the attempt made in their example given of literary elements. The teacher will acknowledge answers that are accurate, and provide students a reason why they are correct (e.g. “Pollyanna is a great example of a character, because she is a person in a story!”) The teacher will provide redirection for students who provided misguided responses by finding connections with the content material. (e.g. “Nice try! I am a person, but I am not in a story. So I am not a character. Remember a character is a person or animal in a story.”).

- The teacher will also assess the students’ prior knowledge of how to be an engaged listener doing a reading activity.
 - ◆ Students will be asked to provide examples of ways to be engaged listeners while listening to the story and the reading activity.
 - * *Feedback*: The teacher will relate the student’s examples to the personal standards of the classroom, “Being Respectful, Making Good Choices, and Solving Problems”.

Formative - Progress Monitoring

- The teacher will assess students during read aloud, by asking if students can identify/describe the characters, settings, and major events including problems and solutions in the book.
 - ◆ The students will be asked to identify and describe characters, settings, problem and solution within the text.
 - * *Feedback*: The teacher will give immediate specific content specific feedback to the students. The teacher will reinforce correct answers and redirect responses that are misguided by relating them to the correct answer (as seen in Formative - Entry Level Assessment).
- The teacher will also assess the student's’ ability to be engaged learners while participating in reading activities.
 - ◆ The teacher will look for students who are engaged in the reading and refocus students who are not engaged in the read aloud reminding them of how to be an engaged listener.
 - * *Feedback*: The teacher will relate engaged student’s actions to the personal standards “Being Respectful, Making Good Choices, and Solving Problems.” and remind non-engaged students of how we stay engaged.

Summative

- The teacher will assess students’ ability to identify characters, settings, and major events in the story including the problems and solutions and ways to be engaged in the activity.
 - ◆ With prompting and support, the class will help create a problem/solution chart about the text while discussing the characters and settings.
 - ◆ The teacher will note the students who were able to be engaged during the read aloud and activity, and prompt other students to become more engaged by asking them questions or encouraging them to ask questions.

- * *Feedback:* The teacher will give immediate specific content related feedback to the students. The teacher will reinforce correct answers and redirect responses that are misguided by relating them to the correct answer. The teacher will also let the class know the ways they were able to be engaged in the activity (as seen in Formative-Entry Level).

Differentiation

English Learners

- Students who are learning English as a second language may require accommodations and modification to increase their comprehensible input.
 - ◆ Build the prior knowledge needed in order to understand the text.
 - Explain what a scarecrow is before beginning the read aloud.
 - Explain the definition of the word "swap" before the read aloud.
 - ◆ The visuals on the flashcards to allow for better comprehensible input as visual may be more recognizable than oral or written language.
 - ◆ Read the text clearly and with prosody to help with the comprehensible input of material.
 - ◆ Use first language to define terms in the story if need.
 - ◆ Provide students with time to share with a "Talk Partner" before asking for a response to allow English Learners to practice their oral communication in a smaller environment before speaking to the class.
 - ◆ Encourage students to use native language when discussing objects in the book.

Learner with Special Needs

- Students with Special Needs may require accommodations and modifications to make the content accessible and to decrease behaviors that interfere with student's learning.
 - ◆ The repetitive pattern in the text allows the pattern-seeking students to follow along and know what to expect.
 - ◆ Providing time to think before expecting a response from students allows students with processing needs to collect their thoughts.
 - ◆ Allow students to use fidget if needed, to help them focus during the read aloud.
 - ◆ Involve students who have trouble focusing to long periods of time by asking them questions or having them be a "helper."

Advanced Learners

- Students who are Advanced Learners may require accommodations and modifications to keep them challenged and decrease the chance of them becoming disinterested.
 - ◆ Advanced Learners should be challenged to consider not only what the problem and solution was, but how the solution was accomplished, retelling more specific details
 - ◆ Asking Advanced Learners to help select the next problem that occurred challenges them to think about the sequence of events in the text not just the events.
 - ◆ Advanced Learners should also be encouraged to ask their "Talk Partners" questions and help them remember the correct answer.

Instructional Strategies

“Launch” - Whole Group

→ *Anticipatory Set*

- ◆ Review of Objectives - The teacher will introduce the topic of the lesson, describing characters, settings, and major events in a story, using key details including the problems and solutions in a text, and explain what the students will learn.
 - The learning objectives will posted on the board in the form of “I can statements.” The I can statements will be accompanied by visuals under the written words to improve comprehensible input for all students.
- ◆ Entry Level Assessment - The teacher will also assess the students’ prior knowledge of how to be an engaged listener during a reading activity.
 - Students will be asked to provide examples of ways to be engaged listeners while listening to the story and the reading activity.
 - The teacher will relate the student’s examples to the personal standards “Being Respectful, Making Good Choices, and Solving Problems”
- ◆ Entry Level Assessment - The teacher will assess students’ prior knowledge of character, setting, problem, and solution.
 - Students will be asked to provide examples of literary elements in other stories they have read, movies/shows they have seen, etc. “Can anyone explain what they think a character is? Can anyone give me an example of a character?”
 - Teacher will give students time after each question before accepting responses (“Everyone think in your heads, quietly.”).

“Explore” - Whole Group

→ *Direct Instruction*

- ◆ Picture flashcards - The teacher will demonstrate the different elements of a story

including characters, setting, problem, and solution on picture flashcards. The written and visual description improves comprehensive input for English Learners and Struggling Learners.

- The teacher will show the class each flash card individually and use the written caption and the visuals to discuss the definition, give examples, and ask students to provide examples.

→ *Modeling*

◆ Read aloud - The teacher will begin reading the book “The Scarecrow’s Hat” and using the “Text Talk” to guide the teacher’s commentary and engagement of the students in comprehension strategies.

- In the beginning of the book the teacher will model describing characters, settings, problems, and solutions.

→ *Guided Practice*

◆ Read aloud - The teacher will begin reading the book “The Scarecrow’s Hat” and use the “Text Talk” to guide the teacher’s commentary and engage the students in comprehension strategy.

- During the middle of the read aloud, the teacher will begin by prompting students to identify elements. (e.g. “What do we see on this page? I see a Spot the dog, I wonder if Spot is a character”).
- The teacher will give time for students to process their comprehension and understanding, and then ask them to share with their “Talk partners”.

→ *Check for understanding*

◆ Progress Monitoring - During the end of the book, the teacher will begin assessing students’ ability to identify the characters, setting, problem and solution.

- The teacher will pause on pages throughout the book and ask the students if they are able to identify a specific element (e.g. “What are some characters we have seen so far?” “What problems have they had?”)
- The teacher will give time for students to process their comprehension and understanding, and then ask them to share with their “Talk partners”.
- The teacher will reinforce correct applications of the literary terms and redirect comments that may be misinterpreted.

→ *Guided Practice with Scaffolding*

◆ Problem and Solution Chart - With prompting and support, the class will help create a problem/solution chart about the text while discussing the characters and settings.

- The teacher will ask students to identify a character in the story, then brainstorm problems the character had. If the students are unable to identify the problem the teacher will guide the students to the idea of looking in the text for textual evidence. The teacher will repeat the process when identifying the solution the character used to solve the problem.

“Closure” - Whole Group

- *Review objectives*

- ◆ The teacher will discuss how the students met the learning objectives during the lesson.
 - “Today we learned how to describing characters, settings, and major events in a story, using key details including the problems and solutions in a text. We also learned how to be engaged listeners.”
 - ◆ The teacher will then give the students an “I can” statement that reflects the objectives and have the class orally repeat the objectives they have mastered in choral response form.
- *Transition to Centers (Center work does not directly align with Standards in this lesson, however allow for a smooth transition into working on other Standards. These centers were also co-planned by the Teacher Candidate.)*
- ◆ The teacher will let each Language Arts group know which small group table to report to and give an overview of what they will be working on.
 - ◆ The students will complete four 10 minute rotations (2:35pm-3:15pm), or two 15 minute rotations (2:45pm-3:15pm), depending on the time allotted.
 1. Miss Frierson - **The Scarecrow’s Hat Craft**
 - Focus discussion on the problem and solution the character, the Scarecrow encountered.
 - Have students use complete sentences when describing their Scarecrow.
 2. Mrs. Pacheco - **“This is my Scarecrow” color book**
 - Encourage sight word recognition and reading.
 - Have early finishers read in partners to practice fluency.
 3. Mrs. Olguin - **Scarecrow Writing Prompt**
 - Have students finish the sentence frame “My scarecrow has...”
 - Encourage students to use invented spelling, rather than spelling for them.
 4. Independent - **The Scarecrow’s Hat Problem/Solution**
 - Students will independently recall the problems and solutions in the text, The Scarecrow’s Hat.
 - Students will draw the solution each character had to their problem.

Reflective Commentary

To be completed after completion of the lesson.

1. What worked in this lesson plan?
2. How could the teacher have improved the lesson?
3. Were there any unforeseen challenges? If so how did you manage them?

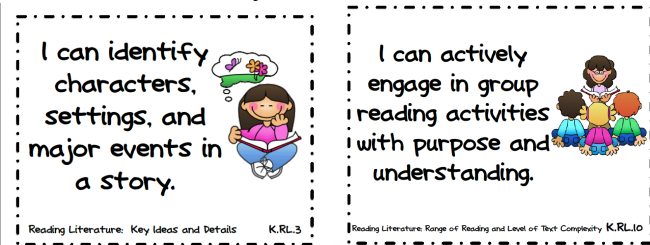
Resources / Materials

Materials for Teachers

- The Scarecrow's Hat - with Text Talk notes
- Chart Paper
- Various colored Markers

Resources for Teachers

- Teachers Pay Teachers- "I Can" Statement posters



- Teachers Pay Teachers - Problem and Solution Posters



- Golden Kindergarten 2012 -Problem/Solution Chart Pictures

Problem

Solution

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