

Middlesex County College
Lesson Plan Format
EDU 280

Student name: **Rosalba, Juliana, Alyssa**
Professor **McMahon**
Spring 2018
Grade level: **Kindergarten**
Content area: **ELA**
Specific topic: **Main Characters**
Approximate time of lesson:

Educational Standards

Common Core standard: (Why is this lesson being taught to your grade level/ content area?
Provide evidence by citing the educational standard using the C.C.S.S.'s)

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Comprehension and Collaboration

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Objective: Objective must contain a verb (see Bloom's Taxonomy list) and by (a measurable term)

Objective 1) Students will be able to recognize that authors use story elements to create stories by identifying characters as main or supporting while using the book Chrysanthemum by Kevin Henkes with 4 out of 5 times accuracy.

Objective 2) Students will be able to identify the setting, characters and events in a short story by completing a teacher created graphic organizer with 80% accuracy.

Anticipatory Set

Provide a detailed, step- by- step description of the anticipatory set you have developed for this lesson. Ensure your anticipatory set connects student's prior knowledge (schema), creates interest in the lesson, and prepares students for the lesson objectives. Some examples include: an interactive read aloud, K.W.L. chart, essential questions, responding to a quote or idea, multi- media (example: Brain Pop or a YouTube clip)

Anticipatory Set

- 1. Students will walk to the carpet.**
- 2. Students will sit on their carpet spots.**
- 3. Students will see the book, Chrysanthemum, on the easel.**
- 4. Students will be asked to think about their name by the teacher.**
- 5. Pre-Assessment: Students can differentiate short versus long name after the teacher exemplifies a long name would be like "Alexander" and a short name would be like "Jane."**
- 6. Students will show background of long vs. short names by raising their hands to say if their name is long or short.**
- 7. Students can discuss how long or short a name is by counting the letters in their name in a short discussion with the teacher.**
- 8. Students will be introduced to the main character, Chrysanthemum, with her long name.**
- 9. Students will begin the story as the teacher says, "Let's find out what happens to the main character Chrysanthemum as she has a very long name."**

Materials

List all materials required for this lesson. Examples: chart paper, markers, computer with Internet access, notebooks, text (be specific), etc.

- 1. Graphic organizer**
- 2. The book Chrysanthemum by Kevin Henkes**
- 3. Glue**
- 4. Scissors**
- 5. Pencils**
- 6. Computer and projector screen**

Procedures and Learning Strategies

Provide a detailed description of the steps the students will take to meet the objectives for the lesson. The steps should be student centered.

- 1. Students will participate in an interactive read aloud (Chrysanthemum by Kevin Henkes)**
- 2. Students will sit on the carpet around the teacher.**
- 3. Students will sit attentively as the teacher introduces the book.**
- 4. Students will listen attentively as teacher stops at page #__(ex. 8)___asking "who is this character?" "What are they doing?" "Is Chrysanthemum the main character?"**
- 5. Students will answer questions regarding what types of characters are in the story. Questions will focus on which characters are the main character (Chrysanthemum) and supporting characters such as(Rita, Jo, Victoria).**
- 6. Students will be able to explain what the characters are doing, what is their motive, and why are they doing this.**

- 7. Students will be able to reflect on the story as they watch a video from YouTube “Story Elements- Characters” <https://www.youtube.com/watch?v=Aq4jnZfnKS4>**
- 8. Students will use their knowledge of the main characters and supporting characters and apply it on the graphic organizer.**
- 9. Students will separate character cut outs into the “main character column” and the “supporting characters column” and glue the picture down.**

Differentiated instruction: How will you accommodate the diverse needs in your classroom? Consider the needs of your special needs students, English Language Learners, gifted and talented population, learning styles (auditory, visual, kinesthetic), multiple intelligences. Note: Start small. I'd like to see you identify and/or modify instruction for two of the variables listed above.

Two groups: English Language Learners and Specials Needs Students.

Content: Students will be grouped based on their needs for open level discussion and collaboration in the group.

Process: Students will have images of the characters cut out as their options and talk through where the character would be sorted-main vs supporting character

Product: Students will have the teacher available to guide decisions and discussions

Guided practice:

Provide an opportunity for students to practice the skill/ objective of the lesson. Teachers use this opportunity to assess if the objectives of the lesson have been met.

- 1. Students will be placed in homogenous groups based on ELL, disabilities, and general education students.**
- 2. Students will use prior knowledge from the book Chrysanthemum.**
- 3. Students will complete a graphic organizer based on the characters of the stories.**
- 4. Students will cut out the pictures of the characters and paste the main character on the main character column and the supporting characters on the supporting character column.**
- 5. Formative assessment: Students stay in their seats and show three, two or one on their fingers. Three means you can teach it to someone else, two means I need a little more help, one means I do not understand.**

Closure and Extension Activity:

Provide an opportunity for students to actively organize or summarize the lesson in a whole group format. Teacher can answer student questions, clarify, and assess understanding of the lesson to determine if additional instruction/ differentiation is needed.

- 1. Students stay in their seats and teachers will ask each groups for one main character and one supporting character they have put in their graphic organizer.**
- 2. Students will raise their hands with a thumbs up if they agree.**

Independent Practice:

At this point, students should be able to apply the knowledge from the lesson to an extension activity. (Ebbinghaus Forgetting Curve: If students do not actively use newly learned information, they forget it rapidly!)

- 1. Students will complete a take home project.**
- 2. Students will create a five page book using white construction paper.**
- 3. The students will make up a story and have one picture per page and one sentence.**
- 4. Students will have one main character and at least one supporting character.**
- 5. Students will bring in their book and share with their classmates.**

Assessment: How do you know students are ready to learn, understand material/ content, and have mastered content?

Pre- assessment: (Are students ready to learn?)

1.Students can differentiate short versus long name after the teacher exemplifies a long name would be like "Alexander" and a short name would be like "Jane."

Formative: (Are students understanding the lesson?)

2.Students stay in their seats and show three, two or one on their fingers. Three means you can teach it to someone else, two I need a little more help, one I do not understand.

Summative: (Can students apply the lesson? Have they met the objectives of the lesson?)

3. Students will be able to demonstrate knowledge of main and supporting characters by identifying them in their own stories.

**Attached Below is an image of the graphic organizer for students to use during independent practice.

*created using Kean University's Middle and Secondary Education Daily Lesson Plan Format as a guide

Name: _____

Date: _____

Main Characters and Supporting Characters

Directions: Cut and paste the pictures below in the correct box

Main Characters

Supporting Characters



Victoria



Chrysanthemum



Jo



Mother and Father



Rita