

## **Rational for INTASC Standard #4 & #5**

\*Note: This lesson is also featured in the DVD component of my portfolio.

### **Shared Reading Lesson** (4 Year old Kindergarten ½ day Classroom)

I feel that this lesson was one of my stronger lessons. My placement during this field was in a Junior Kindergarten class. The cooperating teacher, Jenni Kannass, was very helpful and supportive. I designed this lesson to meet the diverse reading abilities of the students, some who were in the emergent reading phase while another student was considered to be closer to a third grade reading level. This lesson in particular required courage because if you ask a four year old a question you may not be prepared for the response. They have a way of keeping you on your toes.

While creating this lesson I considered effective strategies for teaching literacy skills to emergent readers (Standard #4.) I also had to consider what kind of text would motivate young learners and how to best encourage participation in a lesson (Standard #5.) With these considerations in mind I thought about what skills I wanted to address in the lesson to help the students as they continued in their literacy development (*Conceptualization.*) I chose to focus on problem solving strategies through the use of a text that would encourage questioning and allow the learners to make predictions. The book I chose not only engaged the students in a mystery to solve but also allowed them to make connections beyond what I was expecting. Several students connected the concept of mystery with Scooby Doo and one young lady made a connection to Nancy Drew mysteries as can be noted in the video evidence of this lesson.

Throughout the lesson I also used *Communication* skills in both verbal and non-verbal forms. I also validated the students' responses throughout the lesson and sought to create an environment in which they were all encouraged to share their thinking (*Integrative Interaction.*) The students responded well to this lesson and the comments made by my cooperating teacher reiterate my reflections regarding this lessons effectiveness.

Created by: Carrie Reno  
Additional Sources: ED225 Hand Outs and Notes

Date: 4/3/08  
Developmental Level: JK

## **Shared Reading of *What Is in the Closet?* By Joy Cowley**

### **Goal(s)**

*Wisconsin Model Academic Standards for English Language Arts*

A.4.1 Use effective reading strategies to achieve their purpose in reading

- Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty

*Wisconsin Model Early Learning Standards III Language Development and Communication*

A.EL.2 Listening with understanding to stories, books, directions, and conversations

### **Pre-assess:**

The students have been making predictions during class times that I have observed. This lesson will be further practice with making predictions using an unfamiliar text.

### **Objective**

The students will make a prediction about what the story is about before we read. They will also make predictions throughout the story about what is in the closet. After we read we will compare our predictions to what was really in the closet at the end of the book.

### **Assessment**

The teacher will observe the children and note what they say as a group. During the lesson the teacher will be paying particular attention to those who are able to make a prediction and note those students. The teacher will also inquire why the student has made a particular prediction noting whether or not they are using cues from the story.

### ***Materials Needed***

Big book: *What Is in the Closet?* By Joy Cowley

***Time Needed:*** 15 min total

### ***Procedures***

#### **\*Introduction**

(2 min) (Demonstration with some Participation) How many of you know what a mystery is? A mystery is like a question that you might wonder about and like to find out more. In this story I brought there is a good mystery for us to solve. Good readers think about what they are reading before, during and after they read so we will look at this book and think about what might happen in the story. Let's look at the front and back of the book and see if we can think about

what might happen in this story. (At this point I will show the students the front of the book and ask if there are any students who think they might know what this story is about after they have looked at the front and back of the book. I will call on a student who is raising their hand.) If they are struggling to make a prediction I will also read the title, otherwise the name of the title is closely related to the prediction so I will read it after the students have attempted to make one.

**\*Developing the Lesson**

(10 min) (Demonstration with some Participation) Okay now that we have thought about what this story might be about let's read it and see what it is about.

I will read the title page and see if they still think that there might be something in the closet. Then I will read the first page and tell them that there was something I noticed when I looked at the closet door. I noticed that there were lines on the door handle. I also know that illustrators use lines to show the people looking something. The lines are like lines you see going behind a car. That means that something is moving. And since there are lines on top of the handle and below the handle I think that that door handle might be moving up and down. What do you think JK? Then I will ask them what could be giggling the handle? Why do you think that? The next page has the text: "Can I see a claw? Can I see a paw?" I am looking at the picture and I see a claw or a paw, and it looks fuzzy. I will ask the students to tap their heads if they see a claw or a paw.

The next pages talk about the other animals in the room and what they are doing. I don't know if that animal could be doing making the closet handle wiggle and I don't think that claw or paw I saw is theirs. I don't think they could they be the ones in the closet making the handle giggle & wiggle? What do you think? Why? I will expect that each time the students will say no, because they are not in the closet, or something very near to that explanation.

The next page says: "Can I see a nose? Can I see some toes?" Oh let me look at the picture, do I see a nose? Do I see toes? I do. I will tell the students to pat their nose if they see the nose and toes. Then I'll read "What is in the closet?" Oh you know what I think is in the closet? I think it might be a bear. I saw a paw that was kind of fuzzy, and a nose that reminded me of a bear nose. At this point I will see if anyone wants to take a guess and tell me what they think is in the closet. When they answer I will ask them why they think so.

On the second to last page more of what is in the closet is seen. At this point they may guess that it is a bear, but when we read the last page we see that it is an imaginary monster friend named Fluffle.

**\*Closure**

(2 min) Wow that was a fun mystery. You all did great thinking about what the story might be about before we read. You also made some very good guesses about what might be in the closet by listening to the words and looking at the pictures. Remember good readers think about the story before they read, while they read and after they read. We have thought about the story before we read by guessing what the book might be about and while we read by thinking about what was in the closet. Now that we are done reading let's talk about what we did. When we first looked at the story we thought that the book was about ..... (at this point I will mention some of the predictions the students made.) Then we thought there might be a ..... In the closet or a ..... (again I will mention some of the guesses the students made.) Now that we read the book what did we learn about? Did we find out what was in the closet? What was not in the closet? It sounds like our guesses were pretty close what do you think? Good job of listening and thinking about the story before, during and after JK readers.

Carrie Reno  
ED 215R

Lesson Plan 3 Self Reflection  
4/9/2008

1. What worked best in your lesson? Explain. (Consider the five educational abilities, *WI Standards: Teacher Development and Licensure*, and social interaction skills.)

I think what worked best in this lesson was my ability to communicate to the students what good readers do. One young student noticed that I had post it notes on the big book. I told them not to worry too much about those they were just there to help me remember my thinking spots. I was also able to communicate to them that reading is fun. I wanted to communicate to them that good readers think before they read, while they read and after they read. I engaged the students by asking them if they knew what a mystery was. I noticed many hands went up at that point. I called on a student that I felt might indeed know more and asked her to share what she knew with the other students. She did know what a mystery was and another student added to her understanding of what a mystery was too. By then they were hooked. They were eager to get reading to solve the mystery. I told them they would have to listen very carefully to how it was I thought during the book so that they might be able to help solve the mystery at the end of the book. I gave them an opportunity to tell me what the mystery was and showed them how the text supported their ideas.

2. What was student response/reaction? Based on that, did you modify your original plan? If so, how did you adapt the plan and why?

They were all very eager to read and came away wanting to read it again. I really focused on sticking to what it was that I had planned this time. I used post it notes and kept a summary of the plan with me so that I was certain to include important aspects about the lesson. What I did

modify an inclusion; I took advantage of an unexpected learning opportunity. When the student at the beginning of the lesson noticed that I had left the post-it notes on the book I explained that those were my thinking spots. In this way I demonstrated to the students that even the teachers find it useful to write down their thoughts about a story so that they can recall and use them later.

3. What did you find most difficult about teaching this lesson? Explain. If you were to teach this lesson over, what would you do differently?

The most difficult part of this lesson was the closure. I was a little unsure of my ability to close it in an effective manner. I also did not want the lesson to end. When one student begged me to read it again I found it hard to tell him no, because we needed to go get our things on and meet their parents outside.

If I were to teach this lesson differently I would review the closure with Mrs. Kannass and get some ideas of how to best end the lesson. This way I would ease my worries about the closure and that I had included the necessary aspects of an effective close. I also ask her for more transition techniques and have practiced them prior to teaching the lesson again.

4. To follow up on this lesson, what would you teach next?

To follow up on this lesson I would read the same book again. It was such a hit that I know that I could keep the students engaged while I included lessons on concepts of print. Some of the concepts would be review; however there would be some that they may not know. For example, I am not sure that they are familiar with speech marks. I also could use the lesson to review some of the concepts we discussed about illustrations. One concept we talked about was motion lines and what they mean when we see them on the door handle.

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**COOPERATING TEACHER FEEDBACK SHEET**  
**ED 215-R**

Lesson Three

This lesson was Carrie's best lesson so far. Many effective teaching strategies were evident. She pointed out the following text features during her read aloud: illustrations and question marks. She also modeled her own thinking while reading with language such as, "Let's keep that in our heads" and "It could be a \_\_\_\_\_ but it can't be the \_\_\_\_\_." Children were engaged because Carrie activated <sup>their</sup> ~~my~~ background knowledge and allowed ~~her~~ <sup>the children</sup> to interact with the text. She also modeled CAP by pointing to the words while reading.

Cooperating Teacher's Signature Jennifer Karnas

Grade JK Date 4/08 Did  Did Not  meet criteria