

<p>Subject/Lesson Title/Group:</p> <p>Comprehension Strategy</p>	<p>Lesson Start time: 8:30am</p> <p>60 minutes</p> <p>Lesson End time: 9:30am</p>
<p>Standard(s):</p> <p>Use illustrations and details in a story to describe its characters, setting, or events. (1.RL.7)</p> <p>Identify the main topic and retell key details of text (1.RL.2)</p>	
<p>Learning Goal(s):</p> <p>Students will be able to use illustrations and text details to describe a story sequence of events, beginning, middle and end.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Mental Image - Vivid 	<p>Resources/ Materials:</p> <ul style="list-style-type: none"> - “Those Shoes” - Work packet (with pages indicating beg., middle and end) - Pencils - Article of clothing - Whiteboard - White board markers
<p>Anticipatory Set:</p> <p>1. I will be bringing in an article of clothing that was very popular when I was a student (Juicy Jacket). I will explain to students that this article of clothing was what everyone WANTED, but it was not something that we NEEDED. (5 min)</p> <p>Before I read todays story I want to talk about things we want and things we need.</p> <p>Ask Students:</p> <p><i>-Are there pieces of clothing that are very in style right now?</i></p> <p><i>- Are these things that you want or are these things you need? Lets make a list to differentiate them.</i></p> <p>2. Create want vs. needs chart (5 min)</p>	

Mini Lesson:

*****Essential Question:** How do readers create mental images? How do mental images help readers build meaning?

When readers can picture it they understand it!

5. Questions: (10)

- Who can remember what a mental image is?
- Do you remember what we did on the 100th day with mental images?
- How do these mental images help us build meaning?

4. Review goal: Students will be able to use illustrations (pictures) and details from the story to tell the sequence of events, beginning, middle and end. (5)

5. Today I am going to read you a story. But we are going to do it in a way that we haven't done before. I am going to read to you guys a story while you guys are sitting in your seats. I am going to read a bit, then stop. As I read no one should be touching their papers, pencils, or doodling. I really want you guys to focus on the story and imagine it in your head. (5)

6. Read to page 10 (5)

7. Okay class, when I say begin you can begin to sketch something in the box on your paper. I want you to draw something that helps you remember something from the beginning of the story. For example, I drew a picture of the shoes that the boy wants so badly. This helps me remember what the beginning of the story is about. When you finish drawing write about why this picture helps you remember the story. When you hear the bell (signal bell) you will put your pencils down, and look at me. Then we will continue reading. Please work quietly and at a level 0 or 1. If you have finished have it checked by me or Ms. Hyde or Ms. Mandy. (5)

Questions: at stopping points (5)

After page 10

- What do we know about Jeremy already?
- How would you feel if you were Jeremy?
- What clues help us understand how he is feeling?

8. Continue Reading to page (5) + Writing/Drawing time (5)

9. Finish story (5) + time to draw (5)

Closure:

10. Review what happened in the beginning middle and end (10)

Can someone show me what they drew to help them remember the beginning of the story? Can someone else now show me?

How come they had different pictures? It is because we all have different

MENTAL IMAGES that help us remember parts of a story.

Have 2 people come up and show their examples for middle and end of story.

How did your mental image help you remember the story?

Can someone remind me what a mental image is?

Differentiation for Student Needs:

- ❖ Noah → Post it notes to copy for writing support.
 - ❖ Analisa → Trace over dictation for writing support.
 - ❖ Noah, Analisa, Elijah → Can draw a picture then dictate a response to copy for support.
 - ❖ Joumana and Sam → Check for understanding of task.
 - ❖ Possible differentiation for Joumana, Sam → draw picture dictate response
- Extensions
- Trace over words with flare pen
 - Draw picture and color it in
 - Read individually at seats → Put books on the table to limit movement

Questions: (be sure to plan questions that include higher order thinking levels)

-Stated throughout lesson

Integration Areas:

- Social Studies
- Writing
- Reading

Formative Assessment

Students will be formatively assessed through out the lesson.

I will be checking for understanding in

- Want vs. Need
- Mental Image
- Deeper thinking of understanding represented in Students pictures

Summative Assessment:

Easy, hard, just right at the bottom of the picture page → on a little page optional exit ticket