

LESSON BACKGROUND – ROSELYN VAZQUEZ

<p>Subject/Lesson: Language Arts – Listen to Learn Library Mouse: A World to Explore</p>	<p>Grade Level: 3rd Heterogeneous inclusive classroom</p>												
<p>Differentiation by</p> <table border="0"> <tr> <td>X Content</td> <td>X Readiness</td> <td>Ⓢ Tiered model</td> </tr> <tr> <td>Ⓢ Process</td> <td>X Interests</td> <td>X Cooperative group</td> </tr> <tr> <td>Ⓢ Product</td> <td>X Learning preferences</td> <td>X Learning styles or MI</td> </tr> <tr> <td></td> <td></td> <td>X Choice:</td> </tr> </table>		X Content	X Readiness	Ⓢ Tiered model	Ⓢ Process	X Interests	X Cooperative group	Ⓢ Product	X Learning preferences	X Learning styles or MI			X Choice:
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<p>Differentiation narrative (rationale – how you are differentiating and why): This lesson will include guided instruction and collaboration of groups. Instruction will be modified to meet the needs of all students in the class. Students will work together in identifying elements of a story and details of a story. Scaffolds for English Language Learners and Children with Special Needs may include: Story will be read to the class and pictures will be pointed to in the story. The whole class will discuss details and facts of the story. A graphic organizer that contain cliffhanger words will be provided to students who are English Learners to help them stimulate their knowledge and recognition of certain words that will help them identify events in a story.</p>													
<p>This lesson allows for multiple intelligences (learning preferences) to be used.</p> <ul style="list-style-type: none"> • Verbal/Linguistic: Students will listen as the story, “Library Mouse: A World to Explore” is read aloud. Students will make predictions and connections; students will engaged in discussion that will demonstrate comprehension of the text in identifying the characters, setting and events of the story. • Logical: Students will use their logical thinking skills to identify the sequence of events in the story (i.e., One evening..., then....next....last, etc.). • Spatial/Visual: Students will observe illustrations in the book that will help them in making predictions and connections. • Kinesthetic: Students will move from their desks/seats into a comfortable area in the classroom (Rug area) for a read aloud session. Students will use hand gestures when discussing the events in the story. • Interpersonal: Students will interact with each other and learn through their interactions as they make predictions and connections from the story. • Intrapersonal: Students will learn through their own interests and goals. 													
<p>Standard(s): CC.3.SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CT.3.R.20 Reading Comprehension: Before Reading: Articulate what is known about the text topic based on the title, authors, pictures, illustrations, prior knowledge.</p>													
<p>Key Question for the lesson: (1) How can you listen carefully for clues in a story?” (2) What clues can you use to help you predict what the story is about? (3) What are cliffhanger words?” (4) “What does exploration means?” (5) “What are different ways to tell a story?”</p>													

Instructional Objective(s):

- Students will use oral language to explore ideas and communicate with others.
- Students will participate in discussions during read aloud.
- Students will explore their own thinking and deepen their understanding.
- Students will explore, learn and engage in Aesthetic listening (they will listen for pleasure or enjoyment and make predictions, they will visualize and make connections).
- Students will explore, learn and engage in efferent listening (they will identify the beginning, middle and end of a story and organize the sequence of events/details of a story).
- Students will identify elements of a story being read aloud.

Materials, Media, Resources, Multi-cultural connections: Book: Kirk, D., 2011. Library Mouse: A world to explore, First Scholastic Printing, New York, New York; Text: Tompkins, G., 2013. Language Arts: Patterns of Practice, 8th Edition. Writing Journals, pencils, Smart Board.

References: <http://mrpoehlersreadersrock.blogspot.com/2011/10/library-mouse-world-to-explore.html/>;
<http://lapplegate.com/app/download/6575640304/Collaborative+Lesson+plan-+Library+Mouse+-+2nd+Grade-Media+Center.pdf>; <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

Assessment of Prior Knowledge (Readiness/Interest):

- Students have an understanding and knowledge of different elements of a story (example: title, characters, settings, objects and events from prior readings and discussions).
- Students understand and have knowledge on where words, titles and pictures are positioned in a story.
- Students understand and have knowledge that everyone has a story to tell.
- Students have knowledge of different listening skills and how to listen to specific details when they are hearing a story or are being read a story aloud.
- Students have knowledge identifying cliffhanger words that helps them identify events in a story or help them in building suspense.

LESSON PROCEDURE**Bellwork (as defined by Harry Wong)**

or transition into lesson: Students have a daily agenda that includes their daily scheduled events. Students will engage in their "Do Now" activity that takes place before Language Arts. The "Do Now" activity involves 10 - 15 minutes of writing in their journals based on a topic that is written down on the board. Today's topic is: "If I could explore any place, I would explore....." Students will have 10 - 15 minutes to write their thoughts based on the above sentence in their journals. (Students normally write in their journals Mon - Thu based on the topic on the board and on Fridays they have free days to write about whatever they want).

<p>Initiation with students</p> <ul style="list-style-type: none"> ● Hook to lesson: Teacher will have the following props in display (a stuffed mouse animal, books, a model airplane and a globe). Teacher gain the interest of students by showing them the display of props and asking them, "How do you think all of these objects connect?" "What does as mouse, a book, a globe and airplane have in common?" ● Explanation of Objectives: Teacher will explain to students that teacher will be reading the story, "The Library Mouse: A World to Explore" by Daniel Kirk aloud. Teacher will explain to students that everyone has a story to tell and today they will be listening very carefully to the story that is going to be read aloud. Teacher will explain that students are to place close attention to specific details in the story. Students are to pay attention to the characters in the story, the setting and to special events that are taking place in the story. Teacher will explain that students are to specifically pay attention to certain words that are known as cliffhangers words that usually indicate that something is about to take place in a story. Teacher will give students some examples of cliffhanger words. Teacher will explain that it is very important for students to listen and pay attention to the story so that they are able to make predictions based on the story and illustrations. Teacher will encourage students to use their imagination, words and illustrations to make predictions and connections throughout the story. 	<p>Timing 5 minutes</p>
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<p>Development of lesson including assessment(s):</p> <p>Teacher will read aloud to students the story, "Library Mouse: A World to Explore" by Daniel Kirk. Teacher will ask students to make predictions based on the title of the book and the illustration on the cover (Example: What do you think this book is about? Why?)</p> <p>Teacher will ask questions aloud about the story to which students will respond in order to demonstrate comprehension. Teacher will read the title of the story as teacher points to the words she reads. Teacher will read the author's name and do the same.</p> <p>Teacher will explain to students again that they are to listen very carefully to the story. Teacher will ask students to pay special attention to important details in the story. Teacher will ask students to pay special attention to words that are known as "Cliffhangers" and explain that cliffhangers usually indicate that something is going to happen in the book. Teacher will give students an example of a cliffhanger word they are to listen out for (for example teacher will say, First, I am going to read the story to you. She will explain that First, is a cliffhanger word that will expresses that an event is going to take place in this story. Teacher will read the first couple of pages and ask students a few questions (such as, who is the story about so far, what happened, what cliffhanger word(s) did you recognize (example "One evening.")). Teacher will review this with students and write down whatever cliffhanger words they recognize. Teacher will continue reading the story stopping periodically to ask students about the events that are taking place in the story; teacher will ask them to make predictions of what they think is going to happen next; teacher will ask for</p>	<p>Timing 30 minutes</p>
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opinions and connections. Teacher will continue to read aloud and engage in discussions with students based on elements and events of the story. Throughout this teacher will stop to ask students to identify cliffhanger words (examples in this story may be: One evening, then, the next night, etc).

Closure: Student will work in groups and use graphic organizers to recount details of the story. Teacher will Explain to students that they will use these graphic organizers as a guide as next week they will be starting their own exploration stories. They will write their stories and illustrate their own books and we will create our classroom exploration library for everyone to read them and have a book release evening for parents, friends and family.

Timing
10
minutes

Assessment Strategies: Students will be discussing the story with teacher and assessment will be accomplished through discussion answers. Teacher will listen to students make predictions and connections and for students to identify events that happened in the story using cliffhanger words such as (then, now, the next evening) to help them identify the events in the story.

Analysis of student performance data in light of objectives: Teacher will ask students questions based on the story for student reflection. Teacher will ask students questions such as “Where did Sam, the library mouse live?” “Why do you think Sam didn’t want to jump up to the airplane?” “What did you think of the story?” “How else can you use cliffhanger words to tell your own stories?” At the end of the story, Sara says, “We didn’t have to leave the library,” with a twinkle in her eye. “What do you think this means?” “Do you think Sam and Sara will never leave the library?”

Self reflection on the lesson: Did I accommodate the needs of all students? Did I allow enough time for students to reflect on the story? Did I explain to students the importance of listening for details.?

