**Literacy Project**

Andrea MacMurray

12/2/10

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**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Literacy Lesson-Classroom Rules

**Length of Time:** 30 Minutes (6 Days) **Date Taught:** 10/14/10

**Purpose:** Help the children to make sense of the classroom rules and how they relate to them individually.

**Curriculum Standards:**

***Second Grade***

Oral Communication Strategies (OC:1) W:OC:1: In oral communication, students demonstrate interactive listening by:

1. W:OC:2:1,2: Conversing and asking questions to what has been heard (e.g., stories, songs or poems)
2. W:OC:2:1,5b: Attending to speaker and waiting for appropriate turn to speak
3. W:OC:2:2.1: Orally ordering ideas in a sequence, carrying on a conversation, asking and answering questions
4. W:OC:2:2.3: Telling stories or giving information using details

Writing Conventions-Applying Rules of Grammar, Usage, and Mechanics © W:C:1: In independent writing, students demonstrate command of appropriate English conventions by:

1. W:C:2:1,2: Using capital letters for the beginning of sentences and names.
2. W:C2:1, 4: Using correct end punctuation in simple sentences (e.g., period)

***Third Grade***

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C) W:C:1: In independent writing, students demonstrate command of appropriate English conventions by…

1. W:C:3:1.2: Using capital letters for the beginning of sentences and names (Local)
2. W:C:3:1.4: Using ***end*** punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)

Oral Communication Strategies (OC:1) W:OC:1: In oral communication, students demonstrate interactive listening by:

1. W:OC:3:1.1: Following multi-step verbal instructions and directions to answer questions, or to solve problems.
2. W:OC:3:1.2: Understanding content to summarize and question about what has been presented (e.g.,

stories, songs, or poems)

1. W:OC:3:1.4: Participating in large group discussions to show understanding of how other

group members think

1. W:OC:3:1.5a: Understanding how alternative nonverbal actions reinforce a verbal message (e.g.,

use of gestures)

1. W:OC:3:1.5b: Attending to speaker and waiting for

appropriate turn to speak

**Objectives:**

1. The children will be practicing their fine motor development cutting out their Zhu Rules.
2. The children will be brainstorming together as a class and as individuals onto what each of the six rules means to them individually.
3. The children as a class will be transforming their brainstorm ideas into “I Statements”
4. The children will be writing a draft, rewriting the draft, practicing good penmanship, and working on capitalization and punctuation. The topic of this writing activity will be how each Zhu Rule applies to them individually.

**Background Knowledge Needed:** Have the children brainstormed before? They brainstormed a list of rules and sorted them into similar rules (Creating Zhu Rules). The children have done multiple writing projects. Short Notes about Summer required the children to draft their story in their journal prior to writing their final copy on their shorts. Each Monday the children come in a get to write all about their weekend they are practicing getting what is in their head down onto paper. As a class they have continually talked about what the rules are and how they apply.

**Materials Needed:**

1. Eight of each Zhu Rule on tag board
2. Scissors
3. Pencils
4. Journals
5. Smart-Board
6. Pipe Cleaners
7. Single Hole Punch

**Student Grouping:** Whole class for initial brainstorming. Individual writing for what each rule means to them.

**Preparation for Experience:**

1. Have smart board set up with the Microsoft word. (Hidden until ready)
2. First Zhu Zhu Pet
3. Scissors

**Outline of Experience:**

**Introduction:** Stand by the wall depicting the rules and read each one to the class. Explain to the class that we are going to make Zhu Zhu Pet books that help you the student know how the rule applies directly to you.

**Body of the Lesson**:

*Zhu Rules Room 6 and Be Honest (Day 1)*

Part I: Cut out the first Zhu Zhu Pet which has on it “Zhu Rules Room 6.” Have the children on the back which is lined write their names as well as someone they would like to dedicate the book to if they would like to. Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Honest” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements. For example: Don’t Hit – I will admit when I hit

 Don’t take things that are not yours – I will admit when I have made a mistake

Part III: Cut out “Be Honest” Zhu Zhu Pet. Return scissors to cabinet.

Part IV: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part V: Read your journal to Mr. Thomas or Miss M. Looking for capitalization and punctuation.

Part VI: Copy your journal onto your Zhu Zhu Pet on the back of “Be Honest.”

*Be Nice & Respectful to Everybody & Everything (Day 2)*

Part I: Cut out the Zhu Zhu Pet which has on it “Be Nice & Respectful to Everybody & Everything.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Nice & Respectful to Everybody & Everything” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Be quite – I will be quiet when an adult or peer is talking

 Don’t Tease – I will treat others the way I wish to be treated

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Be Nice & Respectful to Everybody & Everything.”

*Be Safe as Possible (Day 3)*

Part I: Cut out the Zhu Zhu Pet which has on it “Be Safe as Possible.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Safe as Possible” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Don’t Run – I will walk inside

 No hitting – I will keep my body to myself so I do not harm others

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Be Safe as Possible.”

*Do Your Best Everyday (Day 4)*

Part I: Cut out the Zhu Zhu Pet which has on it “Do your Best Every day.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Do Your Best Everyday” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Use your tool kit for math – I will use tools and strategies that I have learned to try to figure out my math boxes.

Try to understand the word before you ask – I will read a book at my level if I get stuck on a word I will use my “Stuck on a Word” strategies to help me figure it out.

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Try Your Best Every day.”

*Be Prepared For School (Day 5)*

Part I: Cut out the Zhu Zhu Pet which has on it “Be Prepared for School” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Be Prepared for School” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Eat– I will eat/pack a nutritious snack and lunches that will help me stay focused and energized.

Bring Homework – I will bring my homework to school on the day that it is due

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Be Prepared for School.”

*Try to Have Fun (Day 6)*

Part I: Cut out the Zhu Zhu Pet which has on it “Try to Have Fun.” Have the children put their scissors away and return to their desks.

Part II: Brainstorm as a class some ways that “Try to Have Fun” would apply to them. Type their answers on the smart board. Then talk about how we can turn them around into “I” statements.

For example: Try hard in Math – I will stay on task during Math so hopefully I will get more DEAR time later.

 DEAR – I will choose books that are on my reading level and enjoy them.

Part III: Have the children write down two or three I statements in their journal that they think applies to them personally. They can use the smart board list or come up with their own.

Part IV: Read your journal to Mr. Thomas or Miss M. Look for capitalization and punctuation.

Part V: Copy your journal onto your Zhu Zhu Pet on the back of “Try to Have Fun.”

**Conclusion**: It is time for snack now. Please put your Zhu Zhu Pet in your keep folder and go wash your hands for snack.

**Assessment Plan**: I will know that my objectives will have been met when I observe the children interacting during the brainstorming aspect of the lesson. I will be able to hear how the children are interpreting the rule. I will know that that the children are practicing their fine motor development when I see them cutting out their Zhu Zhu Pets. I will be recording and observing the children’s brainstorming ideas as well as assisting them in turning them into “I Statements.” By day 6 I hope to see that the children can turn the brainstorm list into “I Statements” using minimal help from me and working together as a class to transform the list. I will have documentation of their journals and their Zhu Zhu Pet books that will show that my objective that the children will write the draft in their journals and the final version on their Zhu Zhu Pet.

**Child Guidance/Classroom Management Plan:** I anticipate calling out during brainstorming. I will friendly remind that child to raise their hand quietly and they will get a turn to share their idea just like everyone else. During writing in their journal time I anticipate some chatter I will remind the children that this is their time to draft what they would like to be their final version and it is very important that they stay on task.

**Extension Plan:** Zhu Zhu Pet Books can be used to remind children when they are having a difficult time following one of the rules. For instance if a child he constantly tipping their desk I could ask them to go look through their Zhu Zhu Pet Book and look at the rules figuring out which one they need to work on. The child could choose to write why this rule applies to them or draw why it applies to them.

10/14/10

LER: Zhu Rule #1

 Overall the activity went well. I began the lesson by handing out the Zhu Zhu Pets and informing the children that they were to cut out the Zhu Zhu Pet and write their names on the back. The children handled this quite well. As I saw that they were finishing up I instructed them to recycle their scraps and put the scissors away. Then we gathered back together to brainstorm what “Being Honest” means to them. I went around the room asking each student what they thought being honest would look like. After our brainstorming activity we went around the circle once again taking turns reading the sentences. I then posed the question “how would I be honest?” How can we make these sentences towards me? What would I personally do? At first this question fell flat. None of the children really understood what I was asking. After talking with Mr. Thomas we realized that the statements were already pretty personal and tailored to the individual. However, after a long pause one of the students “J” surprised me and raised her hand and said to me “I will tell the teacher when I trip someone.” This showed me that she was truly grasping the concept of “I” statements and needed time to collect her thoughts. After the brainstorming and “I” statements part of the lesson we cut out our second Zhu Zhu Pet. I gave the children specific directions of: cut out your Zhu Zhu Pet, return the scissors, and recycle the scraps. This time the children were more focused and completed their task quicker. I then told the children that on the back of the “Be Honest” Zhu Zhu Pet you are going to write a sentence on how “Be Honest” applies to you personally. I told the children that they could write their own or use one of the ones on the smart board in red that we created as a class. When I noticed that some of the children were getting close to being done I announced that the Zhu Zhu Pets belong in your keep folders.

 “E” asked why we should put it in the keep folder. I turned the question back on to him. “E” we are going to make books and today we made the first two pages, why do you think we should put these two in our keep folder? This helped him work through his question himself, instead of me just giving him the answer. There were a couple of insistences where I needed to direct certain children’s attention back to the group such as “B” sneaking reading or “E” being loud and disruptive. I would walk over to the side of the room sometimes that worked; I would also tap their desk or verbally give them a reminder.

During the learning experience plan I did not intentionally change it but I did. I forgot one of the steps which helps meet one of my objectives; which is using proper punctuation, and capitalization. I was walking around observing the children write their sentences and then I had one student ask me how to spell a word and I remembered that I had forgotten a step. I did work with one student individually and we looked up one of her words for the correct spelling. For the reason that we want her to be able to go back and refer to this book and not get confused by words that she does not understand.

Three out of four of my objectives were met. The children did practice their fine motor development which was writing. They worked together as a class to brainstorm what “Be Honest” would be. After a few attempts the class did understand vaguely of what an “I” statement was and they were able to come up with some of their own, with me posing questions to them to help them. By forgetting the step about writing in their journals the students were not able to practice writing a draft, and rewriting a draft for final version (Zhu Zhu Pet). Mr. Thomas and I looked at the Zhu Zhu Pets later and because most of the children copied off of the smart board the spelling and grammar were correct; the ones that had difficulty with it were the ones who decided to be creative and come up with their own “I” statement which I fully encouraged.

Next time I will have the children stay in circle for a few minutes longer so we can preview the book. The children will not be distracted by their desks and the overwhelming excitement of what they will be doing with a Zhu Zhu Pet. I will have the steps listed on the white board for two reasons one so I follow my plans and the other is that the children will know what is coming next. I will make sure that the children are quiet and are ready to listen when I give directions and I now know that I need to give clear and concise directions so that they know what is expected of them. Now that we have done “Be Honest” I think the children will understand the concept of positive statements and “I” statements therefore, it will be easier for them to develop their own and contribute to brainstorming time. Mr. Thomas and I also discussed changing brainstorming time to be more refined or phrasing it as follows: What do you see? What do you hear? What do you say? What do you do? We also talked about having the children brainstorm by themselves these questions first and then coming back together to do a class brainstorming turning the statements into “I” statements. Since the children are doing this for all the rules there are six different days to tailor this learning experience plan to the individual needs of the class and the individual needs of the class that day.

**Brainstorming Results:**

* Tell the truth
* Tell the teach when I trip someone
	+ I will tell the teacher when I trip someone
* Tell the teacher when I bump into someone
* If someone got hit with a ball I would tell someone
	+ I will tell someone when someone gets hurt
* I would tell the truth even when it was an accident
* Tell the truth about what you saw
	+ I will tell the truth about what I saw
* Admit when you made a mistake
	+ I will admit when I make a mistake
* Admit when you are not in control
* Admit when you did not realize you did something

10/21/10

LER: Zhu Rule #2

Be Nice and Respectful to Everybody and Everything

Agenda

Part One

1. Cut Out Zhu Zhu Pet
2. Brainstorming Worksheet
3. Read a book at your desk

Review positive statements and “I” statements as a group.

Part Two

1. Role Play what be nice and respectful to everybody and everything means
2. Journal Write What “Be Nice and Respectful to Everybody and Everything” 2-3 Sentences
3. Edit your sentences for spelling
4. Check with an adult
5. Write final copy
6. Read a book at your desk

The activity went quite well. The children got right down to work and were focused. I got the children’s attention by saying “if you can hear my voice touch your nose, knees, etc.” Then I directed their attention the white board where I had written the agenda for part one of the activity. The children worked efficiently and very intently on cutting their Zhu Zhu pets out as well as working on their brainstorming worksheet. After part one of the agenda was done the children were to read a book this made it difficult to transition to part two of the agenda.

We began part two by acting out some “I” statements. I wrote “Be Quiet” on the board and said how can I translate this into an “I” statement? When I originally posed the question I stated how can ‘be quiet’ be shown and I had a lot of students tell me that I should just be quiet or I could tell myself to be quiet. I then changed the question to what will I do? I reworded or helped pose certain questions for students and eventually they came to I will be quiet when someone else is talking. I then had ‘E’ and ‘E’ act it out. They showed the class what it looks like to be quiet when someone else is talking. I then proceeded to write “Don’t Tease” on the board. I asked the children how I could turn this into an “I” statement? At first I received a lot of don’t make this face at so and so. I probed them to get at that they do not like having someone make those faces at them so they should not make those faces at friends. We eventually came up with “Treat others the way you wish to be treated.” I then had “HC” and “HT” role play to the class what it looks to tease someone and what it looks like to treat someone the way you wish to be treated. After the role playing activity I went over the agenda with the class. I read through each bullet and then I asked a question for number two to access comprehension. I said “How many sentences?” The class shouted two. Most of the students got at least something written down in their journals and then it was time for lunch. I realized that this lesson takes more than a thirty minute time block with all of the steps of the writing process. In order for the children to have time to brainstorm, draft, edit, and copy the final version they really need forty five minutes maybe even an hour. I do want to stress that they were unbelievably focused for the first half they were very into what they were brainstorming. Considering the morning we had, I was not expecting the level on concentration that I received. We had an all school math assembly which was very energetic but the class managed to pull it together very nicely. After music during fix ‘n’ finish time the children worked on their Zhu Zhu pets again. I think most of the class did finish them during that time. One or two might still have to copy what has been edited in their journal onto their Zhu Zhu pet. Overall, went well!

The only changes that I made during implementation were that I combined the review of “I” statements and positive statements into role play. I felt that the children needed a chance to move their bodies as well as review “I” statements. It was at this time that “B” was reading her book when everyone else was taking part in the group activity. She was missing the review. I went over and tapped her desk and said that DEAR time was over and her job was to focus on the role playing. For the most part there were not many behaviors that stood out. If a child was appearing to not being focused I would go over to the proximal area sometimes taping their desk asking them to tell me about their sentences. How they think they will Be Respectful to Everybody and Everything. Just me asking them a question or posing questions for them to ponder helped them refocus. “A” told me about how he would help someone if they dropped books and their hands were full. I said it sounds to me like you want to help people in need. How are you going to change that to what you are going to do? How are you going to change that into an “I” statement? “A” came up with “I will help people in need.” “A” wrote incredibly neatly and quite fast for “A.”

For second grade the majority of the class met all of my objections. “B” was the only third grader and she met my objectives. “H” was not in the room during this activity. They took part in a group discussion and role play about positive and “I” statements. I did have difficulty with a couple of students calling out. They did pay attention and understand the directions for the activity. However, during group discussion time a couple of children had a hard time waiting for the proper time to speak. The whole class was able to carry on a conversation, answer questions that I had posed and ask questions when they did not understand. The children were able to act out “I” statements which was retelling stories that they had envisioned in their heads. Both grades were able to meet my objectives of using capital letters for the beginning of sentences and names and punctuation. They met this through brainstorming, drafting and copying the final version.

One thing I did learn about myself is that it is very hard to manage the class while writing a sentence on the white board. I am trying to write neatly and proper punctuation to be a good role model but that takes time to do it correctly in which the class gets rowdy. I even made a mistake where I forgot a period at the end of a sentence and “HT” was nice enough to let me know. I’m not sure yet how I will change that because I do not want to write the sentence on the board before hand because the process of the class forming the “I” statements is so important. I think over time I will get better at writing faster and not losing any quality.

For day three of Zhu Zhu pets I plan to incorporate the agenda again but I would like to have it be just one part. When we went over the agenda today the children had three tasks one to cut out their Zhu Zhu pet and the other which peaked their interests which was the brainstorming worksheet, the third was DEAR. Next time I will explain the entire agenda however, I will explain the brainstorming worksheet during the agenda so the ones who get done with the cutting can then go on to the worksheet. When I do this activity again I now realize that we need more than a thirty minute time slot. I do think that some of the children did benefit from the break in the middle of this activity. When they came back from music they were ready to focus again. In some ways the break was a good thing in others it halted the process.

Each Zhu Rule the children are gaining valuable experience and knowledge. They are working on spelling, punctuation and capitalization. As a class they are working on learning the class dynamics, when it is appropriate to speak and when not to. They are learning how to voice their opinions and how to translate their brainstorming ideas into “I” statements. The children are gaining a valuable skill of editing. They are going through the writing process in which helps them sort through their ideas. This activity went as planned and I like that there are four more LEP’s to do to see how the children progress.

11/4/10

LER: Zhu Rule #3

 This learning experience gets better and better each time I teach it! The children transitioned from snack to this learning experience rather quickly. They were ready to work. The children worked hard on the brainstorming aspect of this activity. They truly think about what the rule means.

 I began the learning experience by reading through the agenda with the students. I then had each student tell me one part of the agenda in order from least to greatest. I went around the room saying what comes after “Brainstorming Worksheet” “HC”? I then posed the question what are we doing now? One child answered. I rephrased what the child said. “We are cutting out our Zhu Zhu Pets.” Does everyone understand that? They all said “yes.” The children cut out their pets and a few had enough time to read a book at their desk for a few moments. After cutting I went over the brainstorming worksheet. I read the worksheet to the class and then said who can read this part? What do they want us to do? I did this for the other two parts as well. I then briefly restated what was expected. I then talked about what brainstorming was. Brainstorming is just you jotting down quick, fast notes. No need for complete sentences just ideas that will help you later. I had the time keeper set the timer for eight minutes. I gave the children a two minute warning and a less than one minute warning to finish up. Most of the children were finished with the worksheet at this time. We then as a class reviewed positive “I” statements. I wrote on the board “No hitting” we talked about ways we could turn that around to keeping hands to yourself. I then posed the question who can tell me what is next on the agenda. “JP” read it aloud “journal write.” I then went over what that meant. Journal write meant that they were going to write two to three sentences in their journals about what “Be Safe as Possible” means to them and what they personally are going to do. I asked another student what they were expected to do. They said journal write. I then said raise your hand if you know what to do now. I waited and waited and waited rephrasing a couple of time eventually “BA” got it but “HC” never did. They worked on journal writing, editing, and writing the final copy up until the very end and then we had to go to all school meeting.

 I took out role playing because it took too much time to do and the children very rarely grasped the concept of what they children are acting out. They benefited more from the writing process (brainstorming, draft, final copy). I have added more check points to see where the children are at. I had the children raise their hands if they understand what to do. I had the children recite back to me what they are going to be doing to reinforce what is expected. I had children recite back to me individually and as a class what they are expected to be doing next; this helped reinforce what was expected and helped the children who had yet to pick up on what was expected. Luckily I have gotten to do this learning experience two times prior and will get to do it three more times improving and changing it each time.

My objectives were for children to be practicing their fine motor development cutting out their Zhu Rules. I observed all eight students meeting this objective. The children were to brainstorm together as a class and as individuals onto what each of the six rules means to them individually. The children brainstormed individually what “Be Safe as Possible” means to them. Some children understand this more than others. However, they may not get a lot written on their brainstorming worksheet but it gets their wheels turning in their heads about the rule. The children as a class were to transform their brainstorm ideas into “I Statements” I provided the children with negative examples and they provided me with examples of positives one that they would do. Only three or maybe four of the children spoke up during this part. The children were to be writing a draft, rewriting the draft, practicing good penmanship, and working on capitalization and punctuation. The topic of this writing activity will be how each Zhu Rule applies to them individually. Each child in the class went through this process and met my objectives.

 I learned that we really need close to forty five minutes if not an hour instead of thirty minutes for this activity. The various components allow for deep thinking and this being interrupted students their progress is then stunted. Today we had a nice amount of time fifty five minutes. Not all of the children were able to finish but most managed to finish. I learned that “HC” can really come up with and write down a lot of strong positive I statements when she wasn’t really participating with the group. Maybe some of the children are board with review. I learned that “EZ” does not notice or care if you are helping someone else he wants you and he wants you now and he does not understand why he cannot have your attention whenever he wants it. I learned that I need to take a step back and let the children edit before I edit. I know it is on the agenda for them to edit I just need to really remember that.

 When I do this next week I will leave out role playing it does get the children moving but they typically have just had a movement break and it gets them all riled up. I would like to try having a group brainstorming again as a class depicted on the board so students are able to see what brainstorming looks like. It does not necessarily look like complete sentences but jotted down notes. This would help the children better understand the worksheet and ultimately help them write their Zhu Zhu Pet. Each time I do this activity I change it to make it more effective at getting my objectives across I have the pleasure of doing this three more times to really perfect it.

 11/9/10

LER: Zhu Rules #4

 I think the learning experience for the children went quite well. They really are getting the hang of it. Since I am doing this learning experience six times each time I do it I can focus on something that I feel the students need to work on. For instance today we worked on brainstorming.

 I began with “1, 2, 3, Eyes On Me – 1, 2, Eyes On You” to help get the students attention. We started off the learning experience by me randomly picking a child to read part of the agenda. I picked randomly so the children would not be able to anticipate when their turn would be because if they knew their turn was coming after “JP” they may only tune in at that time. This went okay one student was not paying attention and had to be reminded several times that she needs to get herself situated and ready to learn. After a child would read part of the agenda I would restate it to the class. I did this to aide in reading comprehension and to help the children who learn better through hearing the directions. I also pointed to each part of the agenda so the visual children could follow along as well. To conclude I said “1, 2, 3, All Together Now What Is Your Job Right Now?” They all said cut out their Zhu Zhu Pet. I walked around encouraging the children to focus and get what they needed done, done.

We then came back together for brainstorming. I phrased to the class “What does brainstorming mean?” “EZ” said a storm in your brain. “HL” said a bunch of ideas. I rephrased what “HL” said to describe the class that brainstorming meant that we were going to come up with quick, ideas, not complete sentences, just boom boom ideas whatever comes into our heads about “Do your best every day.” Brainstorming ideas helps to sort through our ideas so when it is time to write a draft we are organized and ready to write. “Who has a brainstorm that they would like me to write on the board? This is what the class came up with: listen, respectful, pajamas, hard work, and doing work. I then asked the class who can look at the list and come up with a positive ‘I’ statement. The class came up with: I will keep my voice low in the hallway. I will raise my hand during discussions. I will be nice and respectful to my teachers and friends. I will try before I ask for help. I then had students who may not have given me a sentence pick a sentence that someone else had said and read it aloud to the class. This part went okay it would have gone better if we were not running out of whiteboard space, it was getting a little messy. Since the class was able to come up with sentences from the list that they came up with that showed me that they truly understand the concept of ‘I’ statements. I then said “what is next on the agenda? Who can tell me?” A student said journal write. “I said right, what are we going to write in our journals?” Someone from the class said our sentences for our Zhu Zhu Pets. I then informed them that “HT” would be setting the timer for 10 minutes at that time you need to check in with an adult. It is perfectly okay if you are not done with your draft you just need to check in with an adult to show them your progress.

The timer went off. I made sure to go around during the drafting process and see where the children were at. If a child was done I suggested they edit themselves and then I would come back and help them. Some children finished prior to the timer and were able to edit and check with me. That did help a little I did not have a mass amount of children at one time needing my attention. I went around to each child helping them edit, showing them where they could find answers on how to spell words such as word count, desk, and dictionary. After the children were done editing with me they moved on to writing their final draft. All of the children had time to finish their Zhu Zhu Pet today. Forty five minutes was perfect!

 Today was very hard getting all of the students to participate. For the most part it was only two or three that continually would not participate no matter how much I tried to engage them. I tried posing questions to them, that I knew they could answer to help build their confidence; that didn’t work. I tried reminding them that this was their time to participate it was their “job” to take part in what the group was doing; that did not work either. I think part of the issue was that they felt like they have already done this why do it again. I think because they have done the activity before they think they know exactly what do. They do have a point but are they grasping the concept of positive ‘I’ statements? I try to review them in a different way each week so hopefully everyone has a review and if they have not picked up positive ‘I’ statements maybe they will now. Since today was so hard to involve a few students I need to consider my next learning experience plan. How will I change the brainstorming activity so that the children do not feel like they have done this before? I did have the regulars answer questions “EZ” and “JP” and even “HL” and “HT” were getting into with a little probing.

 For this learning experience my objectives were for the children to be practicing their fine motor development cutting out their Zhu Rules; working as a class to brainstorm what they feel the rule means to them personally; transform brainstorming ideas into ‘I’ statements; and practice writing a draft, rewriting the draft, practicing good penmanship, and working on capitalization and punctuation. I was able to interpret that the children understood the concept of brainstorming when I noted that children were participating in the discussion. I was pleasantly surprised that the children were able to take their brainstorming list of ideas and turn them into ‘I’ statements all on their own! The children met my objective of writing a draft, rewriting a draft, practicing good penmanship, and working on editing through the process of journal writing to the final version.

 Next time I do this activity I would like to see how much the children really can do. I think some were bored with the review. Maybe they can do it on their own and I will support the ones who cannot individually. We will start off the learning experience much like any other time reviewing the agenda. I will then quickly ask who remembers what brainstorming is. Oh so I do not write a huge long story on here? Just some quick ideas. I liked having this timed it helped the children transition from one part to the next pretty easily. When the timer goes off we will then go right into journal writing. It will be during journal writing time that I will really get to see what they children have learned through this process and what they still need my support in. The children will be working at their own pace; however, I will need to be very active at moving them along so they do not get stuck on brainstorming or journal writing for too long.

 Overall, today I was really surprised; the students did all of the work. I merely rephrased some of their answers back to them. They came up with the entire brainstorm list. Then they turned those ideas into ‘I’ statements without me giving them a specific topic like I have done in the past. This showed me that they are starting to understand positive ‘I’ statements and how the Zhu Rules direct relate to one ’s self.

LER: Zhu Rules #5

 The children are really starting to understand this activity. They know the routine. They understand what is expected of them; and the majority of the class participates. We got today’s Zhu Rule done in half an hour! That is defiantly a record for us here at Wells Memorial 2/3 this year!

 I began by telling the children that we were reversing the order of the Zhu Rules. We were going to brainstorm first, write in our journals, edit, then cut out Zhu Zhu Pets and write the final copy. The children did really well with the brainstorming aspect of the learning experience. Before starting to brainstorm with the children I phrased the question: “What does brainstorming mean?” I took several students answers, rephrasing, and reiterating so that the children understood what we were doing. I then took students examples. They came up with: school clothes, pack lunch, back pack, Monday/homework folder, and eat a healthy breakfast. I then asked students if they could switch these brainstorms into positive ‘I’ statements. I made a point to give the students ample time to think. I then took volunteers answers. They came up with: I will go to bed early so I get lots of sleep. , I will do my homework. , I will pack a healthy lunch. , and I will bring my backpack and everything that is supposed to be in it to school each day. At various times during the brainstorming and positive ‘I’ statements, I varied my tone of voice. After we were done with the brainstorming part of the learning experience I explained to the children that now it was their ‘job’ to come up with their own sentences. Last week we talked about not copywriting so I touched upon that as well. The students then took off completing their sentences. I walked around working with individual students. I edited with each student. Then they cut out their Zhu Zhu Pet and wrote the final version.

For this learning experience my objectives were for the children to be practicing their fine motor development cutting out their Zhu Rules; working as a class to brainstorm what they feel the rule means to them personally; transform brainstorming ideas into ‘I’ statements; and practice writing a draft, rewriting the draft, practicing good penmanship, and working on capitalization and punctuation. I was able to interpret that the children understood the concept of brainstorming when I noted that children were participating in the discussion. The children met my objective of writing a draft, rewriting a draft, practicing good penmanship, and working on editing through the process of journal writing to the final version.

I learned that the students of 2/3 really get into routines and are fully capable of abiding to the routine. They really do surprise me each time we do this learning experience they get better and better at each aspect (brainstorming, ‘I’ statements, drafting, editing, final draft). The learning experience went rather quickly as well. The students understood what was expected and got right to work. They accomplished a lot in a short amount of time….for them thirty minutes was never enough! Today it was perfect!

To conclude this six part learning experience I plan to observe how much independence on this activity the children can have. I will simply introduce the topic “Have Fun.” I will write two lists on the board, brainstorm, and ‘I’ statements. I will tell the children that today we will be creating our final Zhu Zhu Pet. You all know the routine by now so this should go quickly and smoothly. I would then say okay who has a brainstorming idea…… calling on various children. I would then move to positive ‘I’ statements. I would not give examples right away. Truthfully today the children came up with my examples. I will then proceed as I did today with the children writing in journals, editing, cutting out Zhu Zhu pet, and then writing the final version. It will be very interesting to see how the children do on their final Zhu Zhu Pet. I will be able to see growth in their ‘I’ statements from the first one to the sixth one.

Overall, this has been a great learning experience for me to reflect, and for the children to get into a routine. They have had two months to practice these skills; such as brainstorming, writing ‘I’ statements, editing, and writing a final version. Their growth and progress will be depicted through their Zhu Zhu books.

12/7/10

LER: Zhu Rule #6

 Today went okay. The children did not have a very productive day. They are capable of doing this learning experience, but today they did not depict that. In past learning experiences I did not have to probe them, they led the brainstorming and positive ‘I’ statements by themselves. Today that was not the case. Half of the children were writing their final copy on their Zhu Zhu Pet, when we had to conclude the learning experience. The other half were still working on drafting their sentences in their journal. The children had a full half an hour to complete this Zhu Zhu Pet. In the past a half an hour was to short, other times it was perfect. However, they typically were able to write in their journals in half an hour. Today it just did not happen.

 I began today’s learning experiences by sharing my excitement with the children about that today would be the last day to make our Zhu Zhu Pets. I talked to the children about that today all of their hard work was going to pay off; they were going to create their book today. I posed the question to the students: What are we going to be writing about today? They came up with: ‘Try to Have Fun’ connecting it to how it relates to you. I then said that “Because you guys have done this so many times before, you must be experts at it!” “What do we do first?” “Brainstorming!” They did come up with some ideas many were guided by Mr. Thomas and myself. They came up with: best work, good sportsmanship, listen, respectful, pay attention, do homework, movement breaks, try hard, do what is expected, do your job, and participate. I then asked the students to transform these brainstorming ideas into ‘I’ statements. My standbys ‘HL’ and ‘JP’ had sentences. I did rely on them for a couple of sentences. They came up with I will do my work. , I will be a good sport. , I will participate in movement breaks. and, I will follow directions. It was hard keeping the children’s attention during this. I realized that and decided that they could move on to writing the draft in their journals and I would support individuals. It really surprised me that there were three children that had trouble even coming up with a sentence. They usually do not have trouble. If they do it is more along the lines of they write something and we turn it around to be a positive ‘I’ statement. I would say ¾ at least got something written in their journals before they had to go to library, and ¼ were writing the final copy.

 We returned to conclude this learning experience later in the afternoon. We asked the children to get out all of their Zhu Zhu Pets. (They were supposed to keep them in their Keep Folders) We then went over the order and how to organize your Zhu Zhu Pets. Mr. Thomas walked around and hole punched the tails and the children put a pipe cleaner on their books to bind the book together. I walked around and supported a few children in finishing their final Zhu Zhu Pet or prior Zhu Zhu Pets that they had not finished.

For this learning experience my objectives were for the children to be practicing their fine motor development cutting out their Zhu Rules; working as a class to brainstorm what they feel the rule means to them personally; transform brainstorming ideas into ‘I’ statements; and practice writing a draft, rewriting the draft, practicing good penmanship, and working on capitalization and punctuation. The children met my objective of writing a draft, rewriting a draft, practicing good penmanship, and working on editing through the process of journal writing to the final version. My overall objective for this project was for the children to have a better understanding of the rules and how the rules directly relate to them personally. I think that the ongoing reference to the Zhu Rules helps this learning experience be effective.

The books will be kept in their cubbies. When they are having trouble doing what is expected, a teacher can ask them to go read through their Zhu Zhu Pet book and determine which rule they are not following, and how they are going to change that behavior. Mr. Thomas’ rapport with the children reinforces the rules and what is expected. The books are one step further. The books are a hands on activity that the children could relate to their own personality strengths and weaknesses.

I have learned to be flexible. What the children were capable or did well yesterday may not be the same for today. No matter if it is the first day of the learning experience or the last day. I have learned that where I am physically standing helps to maintain class engagement. Today for the brainstorming part I needed to be near the whiteboard in order to write the children’s ideas. When I would move to the center or in other learning experiences that I have done being in the center, helps me to maintain engagement better. I am able to use proximity when I am not tied down to writing on the board. I have learned that the children are capable of holding on to all six of the Zhu Rules in their keep folders two months later. However, a few children had theirs in a different spot. That taught me to always have extras, and to maybe I keep them in a file somewhere not in their desk.

These learning experiences gave the children a valuable opportunity to not only write but write about something that directly applies to them. They created sentences that they would be doing so that they were doing what was expected. I will most likely be creating something like this again to help my future students have a better understanding of the rules.

**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Literacy/English Grammar Conventions

**Length of Time:** 30 Minutes **Date Taught:** 11/2/10

**Purpose:** Review common and proper nouns.

**Curriculum Standards: SAU 29 Curriculum Guides**

1. Observe conventions of grammar and usage.
2. Observe conventions of capitalization, punctuation, and spelling.

**Objectives:**

1. The children will be searching in magazines for common and proper nouns.
2. The children will be cutting out common and proper nouns pictures and/or text from magazines.
3. The children will be creating a common and proper noun poster. They will paste common nouns on one half and proper nouns on the other half.

**Background Knowledge Needed:** What do children already know about common and proper nouns? Have they been introduced to them before? Do they recall them? Do children understand the difference between common and proper nouns? Do children understand what a noun is?

**Materials Needed:**

1. Magazines
2. Scissors
3. Construction Paper

**Student Grouping:** Whole Class Group Activity

**Preparation for Experience:** I will need to have the magazines in an accessible spot for the children to get to.

Agenda

1. Review common and proper nouns (L.A. Book Page 210)
2. Create Poster

Common Nouns

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Proper Nouns

1. Search and cut out common and proper nouns
2. Show an adult
3. Glue on Poster
4. DEAR
5. Museum Walk

**Outline of Experience:**

Get the children’s attention: clap, hand raise, red fish blue fish, etc

Introduction**:** Please open your language arts book to 210. I will have the children take turns reading one sentence at a time.

Body of the Lesson:

The students take a piece of construction paper and fold it in half labeling the top half “Common Nouns” and the bottom half “Proper Nouns.” The students will look through magazines and cut out common and proper nouns five of each. After they have cut out ten nouns all together they can place them on the piece of paper where they think they should go. Then check with an adult to make sure their choices are in the right spots. After that the students will be gluing their nouns on their piece of construction paper.

Conclusion: We will wrap of the lesson by doing a museum walk. The students will lay out their posters on their desk and we will walk around looking at the various common and proper noun posters.

**Assessment Plan**: I will know that my objectives will have been met when I see children looking through magazines for nouns. I will know that they understand the difference when they understand where to place each noun.

**Child Guidance/Classroom Management Plan:** I anticipate children getting off track and becoming too chatty. I will rain them back in by walking over to them just being a presence in their proximity, taping their desk, and or verbally reminding them what their job is right now.

**Extension Plan:** Nouns are everywhere this could be extended to pretty much anything. We could extend this activity to find common and proper nouns in the classroom and write them down under the corresponding list. Finding common and proper nouns could also be a school-home link where children work together with their families to find nouns at their house and write them down to share with classmates the next day.

11/2/10

LER: Common & Proper Nouns

 This learning experience plan changed drastically! While searching for nouns myself in a magazine I found out that there were not a lot of proper nouns that the children could easily find. This led me to think newspapers however, we did not have any newspapers nor did I preview them for content first. Through collaboration with Mr. Thomas we adapted the plan adding the children using sticky notes to find nouns and instead of magazines the children would use books and write the nouns on their poster.

 This is what we ended up doing. First we as a class read from their reference books about nouns. We took turns reading sentences. I made sure to rephrase what the sentence was saying. This part went quite well the children were focused, took turns, and were listening to their peers while they read. I then gave the children two Post Its © one for common nouns and one for proper nouns. The directions were to stick one note on one common noun and one proper noun and return to your seat. They did stick notes to nouns but this was chaotic and somewhat unproductive. I then managed to get the children to their seats. In the event of time slipping by I tried to get the majority of the class to go on a quick museum walk thinking that the others would join. They did not and the ones that were with us for the museum walk did not seem to be focused they were to silly or not paying any attention. I then showed the children ‘my poster’ that I made from a book where I found common and proper nouns. I then said how about you find some common and proper nouns in the Magic Tree House Books. When you have one raise your hand. I then added what they had found onto the poster. When they would say a noun I would say where should I put it? If it was a proper noun I would say we are going to put “Annie” under proper because “Annie” is a specific person. Or if they said school I would say “where should we put it?” “Under common why?” “Because we do not know which school they are talking about but we know it is a noun because it is a place.” That is how we ended the lesson. The children then went to recess. I think the beginning went really great and the end redeemed itself, the middle not the best.

 My objectives had to be revised the children did search for nouns, not in magazines but in books. However, they did not cut them out they listed them to the class and told me where they should be. The children participated in class discussions about nouns. The children worked as a whole group to create a poster instead of individually. My overall objective was for the children to have a better understanding of common and proper nouns. I was able to assess this through observation of the children when they stuck sticky notes on objects in the room and when they searched through the Magic Tree House books for nouns. I think everyone raised their hand to contribute to the class poster this shows me that they at least understand the concept of nouns. I don’t recall anyone telling me to put a noun in the opposite place so they did understand the concept of common and proper. However, only a few students gave me proper nouns. Proper nouns are harder to find though. They may understand what they are but have a hard time finding them.

 I feel like I am always writing this in my LER’s but next time I do this activity I need more time! I do not know if it is this specific class or the LEP needs more time. I would keep the beginning the same that worked quite well. I then would invite the children to come sit on the floor to get their bodies up and moving. We would then go around the circle listing nouns. I would write them on the board and ask the children to help me sort them into common nouns and proper nouns. I would then let one child at a time go stick one Post It © for common and one for proper on nouns around the room. That could be happening while we are sorting the board list. After the children are done sorting and finding nouns in the class. I would say that another day we will come back to the nouns in the room. I want them to see them for a while let them let it soak in then we can talk about them. It gives us a reason to come back to the topic. Maybe not the same day but another I will instruct the children to find a book and a piece of poster paper. I will have a model drawn/hung on the board so the children can see how to set up the poster. Not only will they see what their poster is supposed to look like but we will discuss all of the components before I turn them loose. After they have set up their poster I will tell the class to find a book and list five common and five proper nouns. When they are done we will share our findings.

 This LEP changed drastically at the drop of a hat, unfortunately there was not enough time. So what I thought we could get done, we didn’t, as usual. I do think that the children did benefit from this learning experience. We did read an informative reference page which we discussed, they actively stuck notes to nouns, and they found nouns in books. The children were able to practice what they had just learned. Overall, this learning experience went okay considering the changes.

**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Literacy/English Grammar Conventions

**Length of Time:** 30 Minutes **Date Taught:** 11/23/10

**Purpose:** Review common and proper nouns.

**Curriculum Standards: SAU 29 Curriculum Guides**

1. Observe conventions of grammar and usage.
2. Observe conventions of capitalization, punctuation, and spelling.

**Objectives:**

1. The children will be coming up with common nouns that they can translate into proper nouns.

**Background Knowledge Needed:** What do children already know about common and proper nouns? What have they retained about common and proper nouns from the previous learning experience? Do they recall them? Do children understand the difference between common and proper nouns? Do children understand what a noun is?

**Materials Needed:**

1. Sentence Strips
2. Markers
3. Reference Book
4. Classroom Books

**Student Grouping:** Whole Class Group Activity

**Preparation for Experience:**

* 1. Have the sentence strips and markers out.
	2. Have the reference books ready to hand out.

Agenda

1. Review common and proper nouns (L.A. Book Page 210)
2. Think of a common noun that you can think of a proper noun to go with it.
3. Write in journal
4. Edit
5. Write on sentence strip

**Outline of Experience:**

Get the children’s attention: clap, hand raise, red fish blue fish, etc

Introduction**:** Please open your language arts book to 210. I will have the children take turns reading one sentence at a time.

Body of the Lesson:

You are going to either be thinking of a common noun that you can also think of a proper noun or you can use the classroom library as a resource to help you.

**Example**: football player Tom Brady

 singer Taylor Swift

You will write one of each in your journal, edit it for spelling and then check with an adult. You will then be writing a common noun on a yellow sentence strip and the proper noun on a blue sentence strip. We will be hanging these up so everyone can differentiate the two.

Conclusion: Each child will share what their common noun was and proper noun was. We will talk about why each is a common and proper and or have the children explain why each word is a common noun versus a proper noun.

**Assessment Plan**: I will know that my objectives will have been met when I see the children writing their common and proper nouns on sentence strips. I will be able to see if the children are able to differentiate the two when they are writing in their journal. Have they come up with a common noun that can translate into a proper noun? Or have they come up with two completely different nouns? I will be able to observe the children go through this process. I will be able to gauge where they are at.

**Child Guidance/Classroom Management Plan:** I anticipate children getting off track and becoming too chatty. I will rain them back in by walking over to them just being a presence in their proximity, taping their desk, and or verbally reminding them what their job is right now.

**Extension Plan:** Nouns are everywhere this could be extended to pretty much anything. We could extend this activity to find common and proper nouns in the classroom and write them down under the corresponding list. Finding common and proper nouns could also be a school-home link where children work together with their families to find nouns at their house and write them down to share with classmates the next day.

11/23/10

LER: Literacy/Grammar Conventions

 This learning experience did not go quite as well as I would have liked. The children participated and tried very hard. I used their resource page to review common and proper nouns for not only the students but myself. The teaching part of the learning experience went well. The children understood and participated. However, it was during the individual time that the children were coming up with corresponding nouns on their own is where we struggled.

 I began the learning experience by handing out the student’s resource books and asking them to turn to page 210. We then went around the room, each student reading a sentence. I made a point to rephrase and emphasize the important parts such as a noun is a person, place or thing; and a common noun is not specific and a proper noun is a specific noun. We talked about the examples and I gave them examples that they could relate to such as school and Wells Memorial. I then told the students that they were going to come up with common and proper nouns that are connected. I wrote this example on the white board Clay Buckholz – baseball player. I asked the class which one is the common noun and which one is the proper noun. They were able to tell me. We talked about what were some clues that Clay Buckholz was a proper noun. One student said because it was a name and another said because it is capitalized. I then asked for a student’s input. ‘HT’ said kid I said okay is common or proper she said common I said okay now give me a proper noun; she said ‘HT.’ I then wrote Taylor Swift on the board I phrased the question the class is Taylor Swift a common noun or a proper noun? A few students did not know who she was. Then ‘HC’ raised her hand and said proper she is a singer. We then reviewed which words were common nouns and which were proper nouns. I then directed the children that they would be coming up with two nouns that correspond to one and another in their journals. After they are finished they need to edit and check with an adult. I did this with all the students. After they edited they wrote one noun on each side of a sentence strip. The children finished this with time to spare. We then had a review session where Mr. Thomas showed a game about common and proper nouns.

 During implementation I added more time for examples. This helped the children to start to think about common and proper nouns. They got visually see and auditory hear corresponding common and proper nouns. I decided that the children could use the same sentence strip writing one noun on each side flipping over to see the corresponding noun. This would allow the children to guess if the noun is common or proper and not match just on color alone. We did not get a chance to share because I want to come back to this again. Proper nouns are specifics and I might have been misleading during the individual work time. The demonstration part of the learning experience was correct but I struggled with what the children individually came up with. For instance one child came up with tree – maple tree. Maple tree is not a specific enough tree. Another student came up with team – Patriots; and bear – black bear.

 When we do this activity again I plan to talk about some common words that we use every day such as, Kleenex is a proper noun, facial tissue is a common noun, Band-Aid is a proper noun and bandage is a common noun. When I saw a proper noun is a specific noun I mean that we know exactly what or whom we are talking about. Mr. Thomas had a common and proper game which allowed the children to sort the nouns I will use that game to introduce this activity again. It will get the children’s minds thinking about corresponding nouns that are not only common but specific proper nouns.

 My objective was for the children to be coming up with common nouns that could be translated into proper nouns. For the most part all of the children met the first part of the objective; they all came up with a common noun. We struggled with coming up with a specific proper noun to correspond. That was completely my fault when I was individually supporting them. We went over examples of common and specific proper nouns and the examples were correct but we had trouble when the students were working on their own.

**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Literacy-Reading Comprehension

**Length of Time:** 15 Minutes **Date Taught: TBA**

**Purpose:** To build upon the children’s reading comprehension skills.

**Curriculum Standards:**

**Initial Understanding of Literary Texts (LT:1)** (R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by…

R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading independently, or in a guided manner) by…

R:LT:2:1: Demonstrate initial understanding of elements of literary texts by…

**Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)** (R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

R:LT:K:2: Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by…

R:LT:1:2: Analyze and interpret elements of literary texts read aloud or read independently, citing evidence where appropriate by…

R:LT:2:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by…

*2nd Grade*

1. R:LT:2:1.1: Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State)
2. R:LT:2:1.2b: Retelling the key elements of a story(Local)
3. R:LT:2:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (Local)
4. R:LT:2:2.1: Making logical predictions (State) EXAMPLE: What might happen next?
5. R:IT:2:2.2: Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas) (State)
6. R:IT:2:2.3: Making basic inferences or drawing basic conclusions (State) EXAMPLE: “Based on this report, do turtles make good pets?”

*3rd Grade*

1. R:IT:3:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
2. R:RS:3:2.1: Using strategies before, during, and after reading literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include :using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book) (See also Appendix D)

**Objectives:**

1. The children will be viewing and hearing Green Eggs and Ham By Dr. Seuss
2. The children will be making connections to the story. They will have the opportunity to voice their connection during the story.
3. The children will be given the probes to visualize the story in their heads.
4. The children will be answering questions about what is going on in the story.

**Background Knowledge Needed:** Have the children recently read Green Eggs and Ham? Is it one of the students favorite books in the class and they have memorized it by heart? How much language art time have the children had so far? Have they been reading throughout the year and have they been asked to recall what they are hearing?

**Materials Needed:**

1. Green Eggs and Ham By Dr. Seuss

**Student Grouping:** Whole Class Group Activity

**Preparation for Experience:** I will need to have the book handy.

**Outline of Experience:**

Get the children’s attention: clap, hand raise, red fish blue fish, etc

You have the option of sitting at your desk or down here on the floor. I want you to choose the place that you can be focused.

Introduction**:** I am going to read to you Green Eggs and Ham by Dr. Seuss. During the story I want you to create a picture in your mind of what you imagine to be happening. At the end we can all discuss our pictures.

Body of the Lesson:

I will begin the learning experience by asking the children “What they think the story is going to be about just by looking at the pictures? What do you see?” I will then read pages 1-12 pointing out the pictures and asking individual children to point out something that they see in the pictures. On the 12 page when Sam is asked to try the green eggs and ham; I will ask the class “What is happening in the story?” “Have you ever been asked to try something that you didn’t think you would like?” “Did you end up liking it?” I will then read pages 12-17. On page 18 I will read “Would you like them in a house? Would you like them with a \_\_\_\_\_\_\_\_\_\_\_\_\_?” “How do you know I was going to say that without looking at the text who can tell me? I will then continue reading pages 18-56. “Class what is happening on this page?” (Sam is trying the green eggs and ham.) “Do you think he is going to like them?”

Conclusion: So tell me, who has ever been asked to try something they did not think they would like? Did you end up liking it or not liking it? Who can retell me what Green Eggs and Ham was about?

**Assessment Plan**: I will know that my objectives will have been met when I witness the children looking at the text and the illustrations. I will be able to know if the children are making connections through them vocalizing the connections; such as telling a personal story of when they were asked to try a food they didn’t think they would like. I will know at the end if the children were able to visualize the story in their heads because they have the opportunity to share what they imagined with the class.

**Child Guidance/Classroom Management Plan:** I anticipate that all of the children will need to be able to see the illustrations. I am going to make sure that I am sitting higher than the children so all of them can see. I am going to give the children the choice of sitting at their desk or on the floor. They get to choose where they think the best spot for them will be. If a student is chatting with their neighbor while I am trying to read the story I will remind them that the other children are trying to listen and you are not being respectful to me or your peers.

**Extension Plan:** Reading stories can be extended into so many different areas. The children could make a poster about the story. They could extend this into making story maps where the children chart the chain of events in the story. The students could write in their journals about their experience with trying a food they did not want to try. You could have each child make a poster of what they did not want to try on the back detailing why. I would laminate these and then make a hopscotch game the children could hop to the ones they would try. You could even extend that into bringing in those foods and trying them together. Reading the possibilities are endless.

11/30/10

LER: Reading Comprehension

 I originally planned the learning experience to be me reading Dr. Seuss’ Green Eggs and Ham. I decided to incorporate the bear unit that the class is studying now. I choose to read Bear Snores On By Karma Wilson and Illustrated by Jane Champman. This related to the classes unit and developmental level of the students better.

 I began this learning experience with the second graders after they had finished language arts. I held the story up and showed the story to all of them. I read the title, author and illustrator to the students. I then asked the students what do you know about the story by looking at the pictures. Many of them had read the book in K/1 so their answers reflected the story. However, by me asking and rephrasing what they saw helped others focus in on what the pictures might tell us about the story. I informed the class that you would be creating a visualization, in your head of the story while listening to the text. I then asked a vocabulary question, what is visualization? ‘EZ’ said “a picture in your mind.” I explained to the students that we would compare and contrast our imagination pictures to what the pictures reflect. ‘EM’ did really well with this. The other students may have done well with the visualization aspect but when you ask them to elaborate they had a very difficult time describing their picture. ‘EM’ had no problem describing how his picture was different and alike. For instance at one point in the story the bear is crying ‘EM’ pictured the bear lying down, the bear was sitting up.

 I pre-read the story so that I would know which pages are better for visualizing and which are not. At times I read the page and showed the picture, other times I asked for the children to create a picture in their mind. Half way through the story I shut the book and said “who can tell me what is going on in the story?” I took a few students answers and they consisted of bears friends trying to wake him up. I then proceeded to read the story balancing between reading and visualizing. Throughout the story there are various animals I would ask the students “what the animal was?” “Are all of mice this color?” We talked about different types of species. I then asked the students to make a prediction of what they think is going to happen next in the story. They decided that the bear was going to wake up. The bear’s friends threw him a party. I asked the students to connect to bear. Have you even had a party thrown for you, such as a birthday party? As a class we talked about how that might make you feel. How much your friends must care about you to put all that effort into throwing a party for you. Throughout the entire story bears friends try to wake him up but he snores on. This becomes predictable and when I would read I would let the children fill in that part. At the end of the story I asked ‘JP’ to tell me what the story was about. She summed it up to “a bear sleeping, his friends try to wake him up, he sleeps, and then they throw him a party, and they fall asleep.”

 I was able to assess if the children were meeting my objectives through observation during the story. My objectives were for the students to view and hear a story, make connections, visualize the story, and answer question about what is going on in the story. Since 5 out of 6 of the students heard this story in K/1 predicting what was going to happen was very simple. Vocalizing what was going on in the story also was easy for the 5 students because this was the second time hearing the story. What was new and helpful to those students was the making connections, and vocalizing your visions. They were able to take the story one step further than K/1. Because this is such a small class I can assess the individual comprehension levels through asking questions. Many of the students in second grade want to voice their opinions, so I know whether they understand or not. What I need to be aware of is, the student who doesn’t raise their hand. Do they understand? Do they not understand? It would be helpful to have something concrete that I could refer back to, or remind myself to focus on different students each time I am assessing reading comprehension.

 Next time I read a story to the students I will be consciously aware or hopefully aware of the students who may not be raising their hand to answer questions. What are they doing? Are they engaged? Do they understand and do not want to speak up? How can I help them want to participate? Is it during story time that they are not engaged or other subjects as well? When I am focusing on reading comprehension it best to choose a book the children have not read yet. However, rereading a book can give an opportunity to focus on visualizing, and making connections. Visualizing, and making connections help children to comprehend what is going on in the story. The more tools I suggest during stories helps students in the long run to automatically visualize and make connections themselves.