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

**Subject Area:** Literacy-Reading Comprehension

**Length of Time:** 15 Minutes **Date Taught:** 11/30/10

**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.