

Maureen Del Rosario
February 25, 2004
Cooperating Teacher: Evelyn Terry
Literacy Observation

The Meanies' Trick
Shared Reading and Writing (Day 2 of 4)

Learning Objective

In this thirty minute shared reading and writing session, Kindergarten and 1st grade students will learn the importance of story structure and sequence, through developing a deeper understanding of beginning, middle and end of the story, The Meanies' Trick, by Joy Cowley. The students will learn to retell a story, in correct sequence using beginning, middle and end structure to focus on the main ideas of the story with guidance, (based on Bellevue Reading continuum: beginning stage). As a result, students will better comprehend stories they read by identifying the beginning, middle and end parts of the story and help them write stories that contain beginning, middle and end.

In this particular case, the beginning of the story occurs when the author introduces readers to the main characters and the setting of the story, (who, where). The middle of the story occurs when readers are introduced to additional characters, a unique event happens (what) and a problem (if applicable) takes place. The end of the story includes how the problem is solved and what happens to the characters at the conclusion of the story.

During the shared reading discussion time: children will be informally assessed throughout the shared reading as a result of their responses to the questions I ask. I will be looking for their understanding about beginning, middle and end by asking the class questions pertaining to the beginning, middle and end parts of the story. Students will participate in a shared writing activity about the beginning, middle and end of the story, with the teacher as their scribe. I will be writing in their voice, using their ideas for the beginning, middle and end parts of the story. Students will then apply their knowledge about beginning, middle and end during independent reading time (taking place later in the day), in which they will be reading from their book bags. During this time, I will be conducting reading conferences about beginning, middle and end based on their knowledge on familiar books.

My lesson is based on the Bellevue reading continuum and from the continuum, the following are the appropriate behaviors that the students should demonstrate. For my emerging students (some kindergarten students) they are able to participate in reading the poem and big book. For my developing students (some kindergarten students and 1st grade students), they are able to retell some main events and ideas in the story and participate in guided literature discussions (shared reading). For my beginning students (1st grade students), they are able to retell beginning, middle and end with guidance. I also anticipate my beginning students to start discussing characters and story events with guidance.

This particular lesson is the second day of a four-day shared reading lesson. On each day, we will focus on different aspects of literacy.

Background Information

The students have worked on identifying characters and settings and created story maps through shared writing throughout the year. Students have also worked on beginning, middle and end, but have yet to use this story structure in their retelling, comprehension, and writing stories. At this time, identifying the beginning, middle and end is still a new and developing skill for my students. As a result, I have decided to provide the highest level of modeling and scaffolding for my students for this particular activity. According to Vygotsky's theory of gradual release of responsibility, children need a great deal of support at the beginning of learning a new concept. Gradually, this support becomes less through a shared activity, interactive activity, and finally children become independent at this particular skill. I have planned this lesson in hopes that students can become more skilled at retelling and comprehending the stories they read.

This is the second session of a four-day shared writing activity. Each day, we will reread the big book together and do a follow-up activity. The children are very familiar with the Meanies. Earlier in the year, we read, The Meanies and The Meanies Come to School. This particular story is about a robber, the Meanies and various other characters. After the robber loses his hat, the meanies play a "goosey" trick on him by putting pudding in his hat.

On the first day, Tuesday, we will build background knowledge and I will tap my students' prior knowledge to spark personal connections to the story. I am focusing on developing students' predicting skills. This skill is a follow-up skill that I have used in past shared reading lessons. I will be asking them to predict throughout the story. Near the end of the story, we are going to pause, and I will have my students stop and make their own predictions about the ending of the story at their tables. They are to use contextual cues to make their predictions. We will then return as a whole group and finish the story together. At this time, I will then use the think, pair, share method and have students share with their peers their predictions and why they predicted a certain way. I will then share a few predictions and ask those students to share with the class why they predicted a certain way.

On Wednesday, the addressed lesson is being observed.

On Thursday, we will reread the poetry poster and big book again. While reading the big book together, I will focus having the children reading the story with expression. We will discuss expression and how the author is showing expression (pictures, punctuation marks, the vocabulary the author uses) throughout the story. Students will continue to work on their beginning, middle and end sheets that they had started on the day before, hopefully adding more details about the characters and their actions on their papers.

On Friday, we will reread the big book and poem for the last time. We will talk about the theme of trickery. Students will then be given time to write in their journals about the story.

General Information

Grade Level: Kindergarten and 1st multi-age

Time: Tuesday, February 25, 2004 (8:45-9:15 a.m.)

Classroom Management: The children will be gathered in our circle area as a whole group. The students will then be dismissed from the rug to begin their independent work.

Materials

- Shared Reading book, The Meanies' Trick By Joy Cowley
- Poetry poster, "Five Little Monsters"
- Chart paper
- Marker
- Children's response paper
- Pencils
- Crayons

Related EALR's and Frameworks

- Reading EALR's:
 - 1. The student understands different skills and strategies to read.
 - 1.4: The student understands elements of literature.
 - Kindergarten Frameworks:
 - 14: The student identifies the beginning, middle and end of a story
 - 16: The student connects characters with actions.
 - EALR 2. The student understands the meaning of what is read.
 - 2.1: Comprehend important ideas and details.
 - 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.
 - Kindergarten Frameworks:
 - 15: The student retells a simple text in sequence.
 - 16: The student connects characters with actions.
 - 1st Grade Frameworks:
 - 8: The student retells, recalls, or recounts some details of text.
 - 11: The student retells or recounts stories and sequences of 3 or 4 incidents accurately
 - Writing EALR 1: The student writes clearly and effectively.
 - 1.1: The student develops and designs
 - Kindergarten Frameworks:
 - 3: The student recalls main ideas and some detail
 - 1st Grade Frameworks:
 - 16: The student retells in some detail and in correct sequence.
 - Writing EALR 3: The student understands and uses the steps of the writing process
 - 3.1: Pre-write: The student generates ideas through brainstorming.
 - Kindergarten Frameworks:

- 17: The student talks about topic and considers ideas before writing
- 1st Grade Frameworks:
 - 18: The student brainstorms, makes lists.

Lesson Description

Lesson Opening: ~3-4 minutes

- Build background knowledge

Lesson Body: ~7-10 minutes

- Shared reading

Lesson Closing: ~ 15-20 minutes

- Guided Practice

Task Description (8:45-8:47/8:48)

- **Introduction of Task:**
- Share the poetry poster, “The Five Little Monsters”.
- I will ask students to concentrate on certain aspects of the story:
 - Today as we read this story again, I’d like you to pay special attention to: who is in the beginning and what are they doing? Who is in the middle and what are they doing? Who is the end and what are they doing? Think aloud. As readers, it is important for us to think about what is going on in the story to help us understand it better.
- **Shared Reading (8:48-8:55/8:58)**
- Questions I will ask throughout the shared reading:
 - Okay, who have seen so far?
 - This is the beginning, who did we meet? Where does it look like they are?
 - Okay, this is the middle. Okay, what are they doing? Who are the new characters? What did we find out? What did we learn? Is there a problem?
 - Okay now we are going to read the ending. What happened? Who were the characters? Was the robber’s problem solved? How did he find it?
- **Shared Writing (8:58-9:15)**
 - Okay, boys and girls, now we are going to retell the story. In order to help us retell the story, we are going to share ideas the about what happened in beginning middle and end of our story. When I read, you know I think about the beginning as when the author is introducing me to the main characters. I’m just getting to know them. I’ll write down your ideas. Great job.
 - Okay so let’s move on to the middle. When we think about the middle, something exciting usually happens, maybe we are introduced to new characters, or a problem. It becomes more interesting, right? Great!
 - Okay, let’s talk about the end. When we are reading the end of the book, sometimes a big surprise happens, a problem gets solved, right. What happened at the end of this story?
 - Great job, boys and girls! Now, today after snack, you’re going to have time reading books from your book bags. I am going to come around and talk with each of you

and we are going to talk about the beginning, middle and end of your stories. It is important for us to be understanding what we are reading, right?

Comments

My cooperating teacher, Evelyn Terry and I have worked together throughout this experience. We have shared ideas on how to address the diverse group of learners in the classroom. A lot of the focus areas I would like to concentrate on throughout this shared reading stems from the shared reading lesson plan included in the big book materials.

I believe the children will enjoy this book as a result of their own personal connection to the story. The text is rather simple, which addresses the younger students, as well as those students whose reading abilities are in the upper emergent levels. However, the shared writing activity that I have planned will also stretch to higher-level readers and writers in our classroom.

Modifications/Accommodations/Adaptations

This year, there is a diversity of students' skills in our classroom. For example, we have 3 ELL students: two students who qualify as ESL-I and one student who qualifies as ESL-II. We have four students who are receiving speech and language services as part of their IEP, one student receiving occupational therapy, one student receiving physical therapy, one student who is developmentally delayed and one student who has a learning disability. We have three students who qualify for special education services and four students who qualify for LAP. However, we also have students who have higher level reading skills (reading American Girl chapter books), who are beginning writers and who demonstrate higher level thinking skills.

I have recognized that there are a diverse group of learners in this classroom feel as though this lesson is a lesson in which most of my students will be able to participate. For some of my students, this particular lesson will be an introduction, for others this lesson will be a way for them to develop these skills and for others it is a way for them to apply their knowledge to their reading and writing skills.

Students will participate in large group during the shared reading and shared writing. Students will all participate individually during independent reading time.

There is such a spectrum of learners in this class. Through my explicit directions prior to starting the shared reading and writing, I hope to direct my learners to focus on certain aspects of the story. Since beginning, middle and end parts of stories are still an emerging skills for many of my students, I am breaking down the beginning, middle and end by asking them to focus on the important aspects: characters (who) and their actions (what they are doing) of the story. This will further help my students in their understanding of beginning, middle and end.

Assessment Rubric(s) and form(s)

Please see attached.

Narrative Observations: Informal Assessment
The Meanies' Trick

Mark a checkmark in the boxes that applies to each student.

Student Name	Is the student sharing ideas and answering questions during the shared reading?	Is the student participating (reading along) during the shared reading?	Is the student participating (contributing ideas) during the shared writing?
Akeilly (1)			
Alina (1)			
Annette (1)			
Brent (1)			
Crystal (1)			
Dominic (1)			
Don (1)			
Elena (K)			
Garret (K)			
Grant (1)			
Jamie (1)			
Jane (1)			
Jessica (K)			
Kathleen (K)			
Kyle (1)			
Lisako (K)			
Meredith (1)			
Nina (K)			
Ryan (K)			
Tanner (1)			
Victor (1)			

**Formal Assessment
Anecdotal Records**

Student Name	Title of Book	Comments
Akeilly (1)		
Alina (1)		
Annette (1)		
Brent (1)		
Crystal (1)		
Dominic (1)		
Don (1)		
Elena (K)		
Garret (K)		
Grant (1)		
Jamie (1)		
Jane (1)		

Jessica (K)		
Kathleen (K)		
Kyle (1)		
Lisako (K)		
Meredith (1)		
Nina (K)		
Ryan (K)		
Tanner (1)		
Victor (1)		