

Lesson Plans for use in classrooms K- 3

Lesson Plan 1 – Kindergarten

RL.K.2 RL.K.3 W.K.1 SL.K.1a SL.K.2

Big Idea: Read the story then have the students draw their favorite part of the story and express their opinion verbally.

The standard that this lesson focuses on require students to retell stories using key details and following rules for discussion, utilizing oral presentations and drawing.

Step 1: Read the story aloud in a group. With each chapter, create a Beginning/Middle/End story board with the corresponding artwork from the book.

Step 2: After reading the story and creating a Beginning/Middle/End board, tell students you want them to think about their favorite part of the story. Explain to students that an opinion is what they think and feel so when they choose their favorite part of the story, it is their opinion.

To help them choose their favorite part of the story, point to a picture of each part of the story board and give each student a sticky note with their name on it. Have each student come up and place their name under their favorite part of the book.

Step 3: Explain to the students that they have chosen their favorite part of the story. Ask them to go to their desks and draw their favorite part using lots of details and color. Walk around the room helping and prompting where needed.

Step 4: When the students are finished with their papers, call them up one at a time to tell about their favorite part of the story and show their picture. Prompt them to use the sentence frames: "My favorite part of the story is _____ and _____."

Lesson Plan 2 – Grade 1

RL.1.2 SL.1.1

Big Idea: Use illustrations, humor, and characters to learn about the plot.

The standard that this lesson focuses on requires the students to retell stories and demonstrate an understanding of the central message. They need to not only understand the central message but be able to analyze how the central message develops and cite supporting details. Exposure to text that is highly complex and guided practice are two tools that you may find useful in teaching this standard.

Step 1: Begin by having students form partnerships or groups for the lesson. First, show a picture from the book and ask the class to discuss with their partner what they think they will be reading about today. Asking a question that involves making a prediction based on an illustration is a fun activating strategy that gets students thinking.

Explain that the beginning, middle, and ending of a story are like a roller coaster. You can make a Plot Poster to help with this and label the beginning, middle, and end. Using a roller coaster is something interesting and fun. (Students can connect to a roller coaster.)

Read the story stopping periodically to identify the characters, the setting, and the events. Remind students to create a movie in their minds as the story is read. It is difficult for many students to develop listening comprehension, because many people are very visual. The illustrations are discussed in detail as each one is encountered. Some questions include: How did Denby feel when he was all alone in the city? Why did Santa almost fall out of the sleigh? How did Santa rescue Denby in Tonga? (Consider putting these questions on a post-it in the book ahead of time to ensure they are read at the right time and nothing is forgotten.) If students are unsure after you ask the questions, reread the text. When you do this they listen for the specific details and are usually able to answer the questions. After Chapter One, ask them to give a mini summary or simply retell the story. If they struggle, show them the picture in the text as they are explaining.

Step 2: Do a graphic organizer for chapter one with each group. Students discuss the beginning, middle and end of the chapter with their partner or group. Then one volunteer shares his

or her idea for the first part, another for the middle, etc. Write the idea on the lower half of the graphic organizer. In the upper half they can create an illustration while other groups are taking their turns. Each group forms its own graphic organizer this way with assistance.

Step 3: To give students an opportunity to work on their speaking and listening skills, ask each group to present their graphic organizer to another group. Just match up groups and give them a number and say one, go first. Then say okay, twos go. Communication between groups enhances comprehension and builds a supportive classroom community.

Lesson Plan 3 Second Grade

RL.2.3

Big Idea: Developing reasonable interpretation of text and evidence to support your interpretation using conflict.

The standard requires students to describe how characters respond to major events and overcome challenges. In this lesson, we use conflict as the example.

Step 1: Teaching students about conflict starts with prior knowledge. Ask students what experiences in their daily lives lead to conflicts and have them elaborate on them. Then, you can relate their experiences to those of characters in Santa Dog. Explain to students that conflict keeps readers interested in the story because it affects the pacing, fleshes out the characters, and gives multiple perspectives to situations in the story.

Introduce and define conflict: Consider giving students a brief but detailed definition of the topic to keep them on target.

Conflict: Struggle between two opposing forces, or a problem that must be solved. Most stories have many different conflicts, most of them minor, as well as a single, MAIN CONFLICT (which is what the story is mostly about), all of which arise and are solved in a completed story. The conflict is one of the three main pieces of the plot of a story.

Any time a choice is necessary, there is a conflict.

Every time a choice is made, a conflict is resolved (or made worse, bringing on a new conflict).

Any time a character tries to stop someone or something from doing what they/it are/is supposed to do or are trying to do, a conflict arises.

Every time a character succeeds in stopping a person or thing from doing what it is supposed/meant to do, a conflict is resolved (or made worse, bringing on a new conflict).

Conflicts typically occur between the protagonist and the antagonist. But, there are other types of conflicts to consider.

Step 2: Identifying Conflicts. Discuss the types of conflicts by introducing the four types of conflicts:

1. Character vs. Character: The main character is in a struggle with another character. Discuss Denby's struggles with another character.
2. Character vs. Self: The main character is in a struggle with himself or herself. Discuss Denby's struggle with himself when he misbehaved.
3. Character vs. Nature: The main character is in a struggle with the forces of nature. Discuss Denby and Santa's encounter with weather in the sleigh.
4. Character vs. Society: The main character is in a struggle with society. Discuss Denby's struggles fitting in at the North Pole.

Students will deepen their knowledge by exploring each conflict category extensively.

Lesson Plan 4 – Second grade

RL.2.1 RL.2.2 SL.2.1b

Big Idea: In order to participate in shared inquiry, students must understand and apply effective interpretive questions for discussion.

The standards require students to demonstrate understanding of key details and central messages of the text and to build on other’s conversations about the text by linking their own comments to the remarks of others in discussions.

Step 1: Begin the introduction to shared inquiry by discussing three types of questions that help story comprehension:

1. Factual
2. Interpretive
3. Evaluative

First discuss a factual question by exploring its definition. A factual question has only one correct answer that can be supported with evidence from the text. A factual question asks you to recall something by pointing to one passage in the selection. It is directly stated in text and based solely on recall of information. For example:

Q: Where did Denby live in the beginning of the story? A: San Francisco.

Then discuss that there is only one valid answer. It is stated directly in text. Reread the sentence from the early part of Chapter One: Denby had never gone further than the ten blocks of Dolores Park in San Francisco’s bustling Mission District. Then, ask each student to give their own examples of a factual question from the book.

Step 2: Once students have an understanding of factual questions, discuss interpretive questions. The answers to interpretive questions are implied in the text, not directly stated. Students will have to read between the lines. Interpretive questions do not have just one valid answer. Answers are valid if students can support evidence from the text. Common Core encourages students to cite evidence from text, even if inferences are made from different locations in text. Just

because there could be more than one correct answer and there is room for interpretation to answer questions does not mean students can put away the text. Supporting evidence from the text is still essential for interpretive questions, which is the basis of Shared Inquiry Discussions. The more engaging discussions are derived from questions with various correct answers as interpreted from textual evidence.

This is a more difficult explanation, so it requires many examples. For example:

Q: Why do you think Santa and the elves have the ability to understand the animals?

Q: Why do you think Santa and the L-5 keep the Rotation Room a secret?

Q: Why do you think apples are mentioned so often at Christmas?

Ask students to write their answers to these questions in their Reading Journal. Furthermore, ask students to write the page number of the text that supports their answers from the book *Santa Dog*. As a group, explore answers to these questions and allow students to discuss multiple answers. Each can be supported by evidence in text. Ask students to cite the evidence from the page numbers they wrote in their journals. This activity not only explains to students what constitutes interpretive questions, but also demonstrates by examples.

Step 3: The third type of question introduced during this lesson is the evaluative question. An evaluative question is a question that is answered based on one's values and beliefs. It requires information and sources outside of the text. It seeks to identify a personal perspective or point of view. However, evaluative questions still need support from text. Text-based evidence strengthens students' abilities to comprehend text and deepens comprehension. Common Core explicitly creates avenues for students to connect deeply with texts, even as they bring in outside information.

Explore the following examples:

Q: How are you similar to the main character?

Q: Why do you think the author wrote this book?

Again, ask students to write answers to these questions in their Reading Journal. Then, share answers and the ways an answer can be defended. Then discuss life experiences that develop attitudes and perspectives towards certain topics, using your own as an example.

Lesson 5 – Third Grade

RL.3.1 RL.3.2 RL.3.3 SL.3.1d SL.3.4 SL.3.6

Big Idea: Students discuss things they really want. Then decide how, when compared with having a family, that object just isn't important in comparison.

The standards require students to engage in collaborative discussions and explain their own ideas and understanding while recounting an experience with relevant details.

Step 1: Santa Dog is a great story about a homeless, abandoned dog who wants a family and finds one in the North Pole with Santa. The text can be used to teach about the power of family, and how not every family is a traditional “mom and dad.” Sometimes families are created with other family members, like grandparents, single parents, siblings or even strangers, and every family is unique.

Step 2: Begin by asking students if there were ever a time when they really, really wanted something. Typically, responses will be repetitive: “I really wanted ____ video game or I really wanted ____ toy.” Then ask students to express how they felt when they got what they wanted. Many will tell about the excitement they felt opening the package for the first time or the joy of showing it to others. Now tell students, “Let’s talk about how you felt a month later. You played with it every day for weeks. Were you still as excited or did your feelings change?” Several students may say, “I was so excited when I got it, but then after a few weeks of playing with it, I wanted something else.”

After reading the story aloud, ask students to turn and share the lesson they think Denby learned. Listen to responses and share a couple with the group after a few moments. Listen for lessons along the line of “Denby learned that having a family and a home of his own was all he needed.” Discuss which is more important: Having things from Santa or having a family?

Step 3: After discussion, students begin a writing exercise.

At the top of the page, have them write an item they really want now. Then, have them write about that object and why they want it. Use a personal example of an item you really want, and then

explain how you would much rather have your family than any item. Show students how after writing about an object they really want, they then write about how a family is better. Then have students write their own thoughts on whether they would rather have a thing or their family.

Step 4: After most students have finished, ask everyone to share what they wrote with their group or writing partners. Have them talk about what they really love, why they love it, and how they found that having a family is better than “those _____.”