

Directed Listening-Thinking Activity Lesson Plan (DLTA)

Name: Mikaela Deguzman

Date: Friday, September 27, 2019

Subject: ELA 1

Book: Enemy Pie by Derek Munson

Class Size: 24 Students

Duration: 75 minutes

Goals

- Students will learn how to make predictions prior to reading a book by analyzing the title and cover of the book, as well as doing a picture walk, and prediction storyboards.
- Students will verify their understanding of the story through reflection and comprehension questions. This can be done by stopping during the story and asking questions, such as *“what do you think will happen next?”* and completing a story board that reflects what they understood from the book.
- Students will learn how to think critically by making connections between their predictions and the true outcome of the story.
- Students will be able to differentiate between enemies and friends and see how friendships can be created.

Materials

- A copy of Derek Munson’s *Enemy Pie*
Munson, D. (2000). *Enemy pie*. San Francisco, Chronicle Books
- Blank storyboard on chart paper
- Thick marker
- Blank storyboard (1 for each student)
- Pencil and pencil crayons/markers

Procedures

1) Getting Started: (~5 minutes)

Invite the students to sit around the meeting area of the room (carpet). Once students are ready, explain to them that we will be reading a book and making predictions – I will ask the students if they know what a prediction means. We will then go through the story process as a review (beginning, middle, and end).

“Today we will be talking about friendship and to do this, we are going to read a story. While we read the story, I would like you all to make predictions. Does anybody know what a prediction is?... Making a prediction means taking a guess about what might happen next. Once we are done reading the story and making predictions, we will draw the beginning, middle, and end of the story and with our words, we will explain what happens in the story.”

2) Prior: (~10 minutes)

- Introduce the book to the students – Read the title and author’s name and show them the cover. Encourage them to revisit prior knowledge by asking them questions such as: *“Do you know what an enemy is?”*, *“What are some things that makes a person an enemy?”*
- Encourage them to begin making predictions based off of the cover and title. Ask the students what they notice on the cover and what they think the book will be about.
“Who do you think that pie is for?”, *“Do you think anyone will take/eat the pie?”*, *“What do you think is inside the pie?”*, *“Who do you think made the pie?”*, *“What do you think will happen to the pie or to the person who eats the pie?”*

- Guide the students through a picture walk by flipping through the pages of the book and looking only at the pictures. *Be sure not to spoil the ending.* After the picture walk, ask the students to share what they think will happen in the beginning, middle, and end of the story and do an example storyboard using their predictions on a piece of chart paper together as a group.

3) During: (~20 minutes)

- Provide the students with opportunities to continue making predictions by stopping several times throughout the book and asking them to predict what they think will happen next.
- Ensure the students' comprehension by asking them to summarize the story at each stop. Questions to ask throughout the story: *"What do you think might happen next? Why?"*, *"Can someone tell me what has happened so far?"*
- Some pages to stop at and possible questions to spark thinking (prompts):
 - o Page 2: *What made Jeremy Tom's enemy? How would you feel if you met someone like Jeremy?*
 - o Page 4: *What do you think is inside an enemy pie? What would you put inside an enemy pie?*
 - o Page 6: *What do you think will happen if Jeremy eats the pie? Do you think Jeremy will eat the pie? Since the pie smells good, what do you think it will taste like? What do you think Tom's dad put in the pie?*
 - o Page 8: *What do you think will happen between Tom and Jeremy? Will they stay enemies?*
 - o Page 11: *Do you think Tom will let Jeremy into his treehouse? Would you let Jeremy into the treehouse?*
 - o Page 13: *Do you think Tom's dad will understand that he was trying to tell him that Jeremy is actually nice? What do you think will happen to Jeremy? Will he eat the pie? What do you think Tom will do to stop his dad from giving Jeremy the pie?*
 - o Page 16: *Do you think enemy pie is real? What do you think the enemy pie did? Do you think Jeremy and Tom are still enemies? What makes a friend different from an enemy?*

4) After: (~30 minutes)

Provide the students with their own blank storyboards and ask them to write a sentence about the beginning, middle, and end of the story and draw a corresponding picture – similar to what we did together on the chart paper. Ask them to return to their tables/desks to complete this activity.

*"Everybody will get a storyboard worksheet. *hold up worksheet* Remember to write your name on the top corner. After writing your name, I would like you to write a sentence about what happened in the beginning, middle, and end of the book we just read. Then, draw pictures to go along with your sentences."*

5) Closure: (~10 minutes)

Once students are finished, ask those who are willing to share their storyboards with the class. Encourage them to reflect by asking them if any of their predictions were right or how making

these predictions helped them in being attentive listeners. This would also be a good time to ask the students for their input/opinions about the book by asking questions such as, *“Did you like the story? What did you like about it? What did you not like about it?”* Then explain to them how making predictions or reflecting on stories helps them in being smarter readers, as it encourages them to pay better attention. Thank them for participating and for their deep thinking.

“Thank you all for participating today. You were all such great listeners and I appreciated all your predictions. Continuing to make these predictions and asking/answering questions will help in making us smarter readers and better listeners!”

Self and Student Assessment

Self-Assessment/Reflection:

- Reflect back on the lesson and ask – What went well? What can I do differently next time? What did the students do well? What do they need to work on? Would they benefit from doing more DLTAs/DRTAs?

Student Assessment:

- Use their completed storyboards for formal assessment.
- When asking students to reflect on their predictions, use this as a form of informal assessment.
- Complete the assessment rubric below for each student. This rubric will be for my own reference and for parents to see. Students will be given written and oral feedback on their storyboards.


Directed Listening-Thinking Activity (DLTA) Assessment

Student Name: _____ **Date:** _____

	Emerging	Developing	Proficient	Excellent
Comprehension	Student is learning how to draw and write the 3 stages of the story.	Student is able to draw and write the 3 stages of the story with guidance.	Student is able to draw and write the 3 stages of the story with limited guidance.	Student is able to draw and write the 3 stages of the story independently.
Expression	Student is learning how to share their thoughts, ideas, predictions, and connections with a prompt.	Student is able to share their thoughts, ideas, predictions, and connections with various prompts and questions.	Student is able to share their thoughts, ideas, predictions, and connections with minimal prompts and questions.	Student is able to clearly share their thoughts, ideas, predictions, and connections.
Reflection	Student is learning how to make connections, reflections, and summarize the story.	Student is able to make connections, reflections, and summarize the story with guidance.	Student is able to make connections, reflections, and summarize the story with limited guidance.	Student is able to make connections, reflections, and summarize the story.
Participation	Student is learning active listening skills, and is working on answering questions, making connections and predictions, and participating in group discussions.	Student makes an effort to listen to others, answers questions, makes connections and predictions with guidance, and participates in group discussions with prompts.	Student listens attentively to others, answers questions, makes connections and predictions with guidance, and participates in group discussions with limited prompts.	Student listens attentively to others, answers questions, makes connections and predictions, and actively participates in group discussions.

Comments:

Storyboard:

Name: _____		
	Enemy Pie Storyboard	
Beginning	Middle	End
_____	_____	_____
_____	_____	_____