

Little Red Riding Hood Story Investigation.

1/2 Field Placement Lesson Plan Week 5, 6 and 7.

Grade: Grade ½

Taught to: Grade ½

Subject: English

Time Frame: 3-50-minute lessons 2 ½ hrs. total

Content: In this lesson student are going to get to investigate the three main areas of Little Red Riding Hood. The three main areas are setting, character and problem and solution. In the first day of the lesson students will focus on the setting of the story. When examining the setting we are going to be looking for elements like; location, time of day, what we see in the setting, what we hear in the setting and maybe what smells would we have in the setting. This will help students to develop a strong understanding of the setting in our story. Day 2 of the lesson will focus on character. In the character lesson student will get to be more hands on by using provided materials to create a visual representation of the main character Little Red Riding Hood. Students will also examine traits of the personality of the character. In the final day the students will be examining the problem and solutions in the story. They will also explore possible other solutions that character could have done. Overall this lesson will provide students with lots of time examine and explore the carious elements of a story.

Goals

I can identify details in a setting.

I can record and recreate a story setting.

I can pick out characteristics of characters in a story.

I can create a detailed drawing of a character.

I can identify the problem and solution of the story.

I can think of other possible solutions to the problems in the story.

Outcomes and Indicators:

CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).

CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

Cross- Curricular:

CP2.7 Create visual art works that draw on observations and express ideas about own communities.

b. Identify and represent details in the appearance of plants, animals, people, and objects (e.g., lines, textures, shapes, shadows).

CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).

f. Describe own sources of ideas for art works, and discuss ideas in the art works of others such as

picture book illustrations

Prerequisite Learning:

- Coloring skill
- Drawing skills
- Listening skills
- Basic sentence skills
- Cutting and gluing

Lesson Preparation

Equipment/Materials

- Pencils
- Coloring supplies
- Markers (Teacher)
- Anchor Chart Paper
- Little Red Riding Hood Book - <https://www.youtube.com/watch?v=70ylcww2PQI>
- Character Materials- cloth, string, yarn, buttons, eyes, ect.

Advanced Preparation

- Setting Sheet
- Character Sheet
- Character Materials
- Problem Solution Paper x 2

Presentation

Day 1

Day 1 Set: (10 min)

Hello class today we are going to read a famous short story and then we are going to investigate the setting. This is a very fun little lesson where we will spend 3 days going through all the different parts of the book and doing a book investigation on Little Red Riding Hood.

For today's part of the book investigation we are going to focus on the setting of the story and a bit on the main character. Does anyone know what a setting is? The setting is where the book takes place. So, when we are listening to the book make sure we are looking at the setting. We are also as a class going to make some notes about the main character for next class. Does anyone have any guesses who the main character might be? Right so make sure we are paying lots of attention to little Red Riding Hood and the setting.

PLAY BOOK

Day 1 Development: (30 min)

Okay how did everyone like the book? Thumbs up or down? Okay so now as a class we are going to begin our investigation. Where was the setting of the story? This story has two main setting places the first setting is the forest and the second is grandma's house. Okay lets first look at the details of the forest.

As a class make a chart with details about each setting the forest and grandma's house. - What time of day is it in the forest? Where is the forest? What is in the forest? Okay what time of day is it in grandma's house? Where is grandma's house? What do we see in grandma's house? - Can look back at story as a class.

Class chart should include:

- Time of day
- Location
- What we see in the setting
- What smells or sounds

Okay soon we will go back to our desks. However, before we go just listen to the directions. At your desk you are going to use the piece of paper I handed out to draw the two settings. First write your name. Then in one box you will draw the forest and write forest in the line above the box. In the other box you will draw grandma's house and you will title it grandma's house. You need to draw the picture in pencil first then you can color. Make sure you add lots of detail because we are going to need the details for our investigation.

One person from each group grab the pencil cases. Once you get your paper you can start. Make sure you work quick because you only get 15 minutes then we are going to come back to the carpet to talk about the main character. Okay go back to your desk.

GIVE STUDENTS 15 MINUTES TO WORK

Day 1 Closure: (10 min)

Okay time is up please put your supplies back in your case and put your page on your name tag. Once you have cleaned up your spot please come sit on the carpet.

Okay now we are going to talk about the character. Who are the characters in the book? Who do we think is the main character? Yes, Little Red Riding Hood, okay now we are going to describe Little Red Riding Hood. What does she look like? What kind of person is she?

Class chart should include 2 lists:

List 1 Physical traits: Clothes, hair color, eye color, height, skin color

List 2 Personality Traits: Caring, nice, scared etc.

Okay thanks everyone for sharing we are going to save this list for next day when we will be creating our character.

Day 2

Day 2 Set: (10 min)

Hello everyone. Today we are going to be carrying on from last time I was here. Last time I was here we read Little Red Riding Hood as a class and talked about the setting. Today we are going to talk about the character.

So, let's look back at our chart from last time and review what we said about the character. REVIEW

CHART

Okay so now you guys are going to have a chance to make little red riding hood. Everyone will have a sheet of paper like this the front has an outline of Little red Riding Hood and the back has two folds. On the front we are going to use some supplies I brought to create Little Red Riding Hood. You can cut up the cloth and add accessories. **SHOW THEM EXAMPLE.** When we are doing this, we want to remember the way she looked in the book so don't forget you can look back up here at our chart.

Once you have created Little Red Riding Hood you are going to flip open the back and write 4 words 2 on each side that describe Little Red Riding Hood inside. So, for this you will want to look at the Personality Traits part of our chart. **SHOW THEM EXAMPLE.**

Day 2 Development: (30 min)

Okay once you head back to your desk and get your supplies you can start. You are going to be sharing supplies with you table friends so be kind. If you run out of something just put up your hand and I can bring you more.

GIVE STUDENTS 30 MINUTES WORK TIME

Day 2 Closure: (5 min)

Okay leave your supplies and turn and face me. Great work today I love all the details you guys included. So now it's time to clean up. My materials go back into the bag. Your pencil cases can go away and set your paper on your name tag and I will come and get them. Great work today, okay now you may clean up.

Day 3

Day 3 Set: (8 min)

Hello class. So today is our last day working on our Little Red Riding Hood Book Investigation. Today we are going to be focusing on problem and solution. So, I know a few weeks ago Miss. Andres and myself taught you guys about problems and solutions. Can you guys remember that? Okay so just like that we are going to listen to the story again and we are going to look for the one main problem in the story and how Little Red Riding Hood solves the problem. So, make sure you are listening close.

LISTEN TO THE BOOK

Day 3 Development: (42 min)

Okay as a class now let's think about the main problem in the story. What do you kids think the main problem is? Raise your hands. (Hopefully something similar too -Little Red Riding Hood is trying to deliver a basket of things to her grandma, but a wolf is after her.)

Okay now we are going to discuss the solution to the problem. So how did Little Red Riding Hood get away from the big bad wolf? (Hopefully something similar too -She gets to her grandma's house safely and grandma can protect her.) Okay so to get away from the big bad wolf little Red Riding Hood went to her grandma's where she was safe. What are some possible other solutions? What could have she done instead? Those are all really great ideas. Some possible solutions I came up with are having her mom

walk to grandmas with her, take a different path to grandma's that didn't go through the forest or even walk fast and not get distracted, so the wolf doesn't have time to see you.

Okay now we are going to go back to our desks and write down the problem and solution to add to our book investigation. First write your name at the top. Okay so everyone's going to get a sheet that looks like this that says *Story book- Problem and Solution* at the top. You are also going to get a sheet that looks like this with these 5 boxes.

Start by cutting out the 5 boxes. In each box we have the problem and the solutions. So, you need to put the proper cut out box in its place on this sheet. So, in this top square you glue the problem card. In the other top square under name you glue the solution that Little Red Riding Hood. Then the other 3 can go in any of the 3 boxes along the bottom for possible other solutions. If you get lost just match the numbers by putting number 1 in box 1.

Okay so now as a class lets quickly read out the scenarios. READ SCENARIOS

Okay when I say go one person from each table get the pencil boxes and everyone else go back to the table. Once you get your sheet you can start working. You will have 15 minutes to work on this.

GIVE THEM 15 MINUTES OF WORK TIME.

Okay now we are going move on to the next part eyes and ears here while I explain so you know what to do. Okay so flip your page over and on the back, you will see this with these two puzzle pages. In this puzzle piece you are going to draw the problem. So, we said the problem was- Little Red Riding Hood is trying to deliver a basket of things to her grandma, but a wolf is after her. So, you need to draw that. Then in the other puzzle piece you draw the solution, which is- She gets to her grandma's house safely and grandma can protect her. Draw them both in pencil first then add color. Make sure we are drawing details in our setting and on our characters. You will have 15 minutes then we will clean up.

GIVE THEM 15 MINUTES OF WORK TIME.

Day 3 Closure: (5 min)

Okay leave your supplies and turn and face me. Great work today. So now it's time to clean up. Your pencil cases can go away and set your paper on your name tag and I will come and get them. Okay now you may clean up.

Assessment- Informal

I will review the students work each day as they hand it in. I will be looking to see if students were able to complete task. I will also be checking to see if the students are achieving the I CAN statements. If a student appears to be struggling, I will make adaptations for the next section of the lesson.

Week 5 Professional Development Plan

Topic: English Language Art

Date: November 3, 2021

Teacher Amberlee Dayman.

Observer Cheri Meadowcroft

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| <p>1. Professional Goal</p> <ul style="list-style-type: none">→ Organization of a complex lesson. → Clarity of directions | <p>2. Steps to Achieve Goal</p> <ul style="list-style-type: none">→ This lesson plan is complex because it has 3 mini lesson plans within it. → I will get students attention then give clear single step directions so all students can follow. |
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3. Instructions for Observer:

Organization of a complex lesson

- Is the lesson plan organized?
- Are the various parts of the lesson clear?

Clarity in direction

- Do I have the student's attention before I give directions?
- Are the directions simple and clear?
- After directions are students confused or do, they know what to do?

4. Data Collection

5. Other Comments

Week 6 Professional Development Plan

Topic: English Language Art

Date: November 17, 2021

Teacher Amberlee Dayman.

Observer Cheri Meadowcroft

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|---|--|
| <p>1. Professional Goal →Monitoring students working</p> <p>→With- it- ness – being aware of what’s happening</p> | <p>2. Steps to Achieve Goal → I am going to actively interacting with the students as they are learning.</p> <p>→ Am I going to observe the students while they are working making sure everyone is on task?</p> |
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3. Instructions for Observer:

Monitoring Students Working

→Do I float around all areas of the classroom monitoring all students while they work?

→Am I able to interact with the students while they are working?

With- it -ness

→ Am I aware of what is happening?

4. Data Collection

5. Other Comments

Week 7 Professional Development Plan

Topic: English Language Art

Date: November 24, 2021

Teacher Amberlee Dayman.

Observer Cheri Meadowcroft

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|---|---|
| <p>1. Professional Goal</p> <ul style="list-style-type: none">→ Leading an effective discussion → Responding to students off task. | <p>2. Steps to Achieve Goal</p> <ul style="list-style-type: none">→ I will lead an effective discussion by asking answers from all students and making sure all students are involved in the conversation. → I will respond to students off task and help guide them back onto task. |
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3. Instructions for Observer:

Leading an effective discussion

→ Watch for effective discussion when having class discussion about the possible problem and solutions in the story.

Responding to students off task

→ While students are working do I respond to loud and off task students?

→ Are they approached firmly?

→ Is it effective? Do they go back on task after I have talked to them?

4. Data Collection

5. Other Comments

