

Identifying Beginning, Middle, End and Setting.

1/2 Field Placement Lesson Plan Week 3

Grade: Grade 2

Taught to Grade 1/2

Subject: English Language arts

Theme: Identifying Beginning, Middle, End and Setting.

Content: This lesson allows students to practice identifying the 3 major areas of stories. We will start by identifying the 3 areas beginning, middle and end then go right into the book. After the book we will discuss as a class what things go into each area. Then students will work individually drawing and making a short sentence about each part. Finally, students will be given another sheet that focuses on examining the setting as an introduction to setting. Then will color the different houses and then make or complete a sentence about each house.

Goals: I can identify beginning, middle, end.
I can draw a picture relating to the story.
I can create a brief sentence related to the story.

Outcomes & Indicators:

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.

a. Design a visual representation (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, an advertisement for a toy) to demonstrate understanding.

d. Follow a model to communicate ideas and information about a topic.

f. Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.

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)

e. Listen to texts and retell the most important information (e.g., who, what, when, where, why, and how).

f. Listen courteously and attentively to understand the meaning and intent of others.

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 (adaptive)

Lesson Preparation:

Equipment/Materials:

- Pencils
- Coloring supplies
- Markers (Teacher)
- Anchor chart Paper
- 3 Little Pigs Story ([Video](#))

Advanced Preparation:

- BME Template
- House template
- Picture template

Adapted Learning: (Scarlette, Ambesa, and Rae)

After giving entire class directions, meet with adapted learners. So, on your guys sheet you have 3 pictures to cut out. Once you cut them out, order them in the correct square beginning, middle, and end. Then glue them down and color the pictures.

**Will help scribe for any students that need help writing sentences! This might be particularly needed for the Blue Group.

Presentation:

Set:

Hello class today we are gonna be learning about the different parts of a story. Does anyone know what the different parts of a story are? There are 3 parts?

Development:

Okay now we are gonna listen to a story and try to pick out the beginning, middle and end. Make sure you are listening extra close or it might be tricky to pick out the different parts. Then we listen to the book.

Okay as a class lets quickly brainstorm what goes into each group through the beginning, middle, end anchor chart. Raise your hand and share your ideas and we will add them to the chart. Ideally the kids with guidance would come up with something close too.

In the beginning all 3 pigs build a house.

In the middle the wolf comes and blows them down

Then at the end the wolf falls into the soup then runs away.

Okay for the activity you guys are gonna start by drawing the beginning (3 pigs building a house) the middle (wolf comes and blows first 2 down) and the end (wolf falls in soup then runs away. Start with your pencil then once me and Miss. Andres says its good you can get colors and color it. Once you are done drawing and coloring you will write a short sentence about each part of the story one the lines below. If you need help with the writing just let us know we are happy to help. Okay, any questions? Then we will hand out the first sheet with the beginning, middle and end boxes.

After giving directions kids with adaptations will be pulled aside and we will give them the adapted sheet with the pictures. Start by cutting all the pictures out, then put them in the order of the story. What ones where start, middle and end. Glue them in their correct boxes then color.

Once you are done with the first sheet let us know and we will look it over and then give you the next sheet, the setting sheet. (The setting sheet has 2 variations and will be explained as they are given out). For variation one you will need to color the houses as they were in the story and then use the word ank to finish the sentence. For variation 2 you will have to color the houses as they are in the story then write a short sentence for each picture. You can use the word bank for help.

As students begin to finish we will direct them to practice their ball words as the other kids are still working.

Closure:

Okay everyone, time to clean up. Put away your pencils and crayons. Then stac your sheets in the center of your desk and we will pick them up. Thank you for working hard.

Assessment: Informal assessment

Assessment will be done by observing students as they work on their sheet. Sheets will also be quickly looked over as they are handed in to ensure students understood the lesson and reached all 3 I can statements.

Lesson Plan Reflection

Overall, I was very satisfied with how this lesson went. In the formal aspect of the lesson the students were very excited to learn and they were very engaged which was very exciting for me. Once we moved onto the activity part of the lesson initially, I was a bit overwhelmed because it took a while to get the kids settled in. However, once they got settled in, they were able to work away and me and my intern partner were able to float and provide support. For this lesson I created an adaptation which worked really well. The students with the adaptation were easily able to complete their task and they weren't overwhelmed or frustrated so that was very rewarding to see.

Reflection back on this lesson there are two main areas I would maybe focus on to change. The first one would be smooth transitions. Our teacher suggested giving all the transition directions then having students go because if you give them while students are already moving it becomes difficult for everyone to hear and get the right directions. This is an area of my teaching I'm going to work on moving forward. The second area is time management. We had a backside with another activity on it that very students got to. So next time I hope to improve on assigning the proper amount of time for the task. However, I think once I become more familiar with the students that will be easier.

Professional Development Plan

Topic: ELA

Date: October 20 2021

Teacher Amberlee Dayman.

Observer Cheri Medowcroft

<p>1. Professional Goal Learning to plan</p> <p>-Making a detailed lesson plan that will engage children in active learning.</p> <p>-Thinking through all phases of lesson plan and "rehearsing" how to interact with students.</p>	<p>2. Steps to Achieve Goal</p> <p>-make hands on lesson plan.</p> <p>- ask for students help in coming up with ideas for chart to show interaction.</p>
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3. Instructions for Observer: Are my instructions flowing right, making sense?—
Give feedback on teacher class conversations and interactions.

Kids are engaged in the story.
Lots of raised hands to answer questions

4 Data Collection

Good collection of ideas for B-M-E.
Thumbs up - for understanding. Allowed time for clarification.
Great adaptations for Rae + Scarlett.
You offered positive feedback for those outback.
Helped expand their ideas with good discussions.
Multitasked - discussion
- encouragement.

5. Other Comments

Kerry's - table is chatty. -Typical
-Andre/Jarriah - are they able to work?
Bathroom was a bit of an issue.
Be firm on eyes on you while teaching/clean up.

