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EDUC 206

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Comprehension Lesson Plan

Lesson: English/Language Arts: *Just Me and My Mom*

Length: 30 minutes.

Age or Grade Level Intended: 1st Grade

Academic Standard(s):

Comprehension:

1.7.7 Retell stories using basic story grammar and relating the sequence of the story events by answering who, what, when, where, why, and how questions.

Performance Objective(s):

Given a copy of the book *Just Me and My Mom*, students will read out loud, and will then draw pictures to retell the events of the story with 100% accuracy.

Assessment:

Students will be given a copy of *Just Me and My Mom*. The students will then listen and take turns reading aloud. After the book has been completed, the students will discuss the story, and complete a worksheet that ask them to draw pictures of the events of the story such as *who, what, when, and where*. Once the worksheet is completed, the students will hand it in to be graded.

Advance Preparation by Teacher:

Prior to teaching this lesson the teacher will need to:

1. Get copies of the book so that each student has one.
2. Make copies of the worksheet.
3. Go over the challenging words in the story.

Procedure:

Introduction/Motivation: “Do you remember spending time with your mom or your dad? Maybe you went on vacation or just spent a day together? (Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence). I have a lot of memories of times spent with my parents. Today we are going to read a story about a boy who goes to the city with his mother.

Step-by-Step Plan:

1. Use the illustrations of the book to have the students predict *who, what, when, where, why* and *how questions* (Gardner: Visual/Spatial Intelligence) (Bloom's Evaluation)
2. Go over the challenging words then have the students take turns reading the story out loud. (Gardner: Verbal/ Linguistic Intelligence)
3. Ask the students who, what, when, where, why and how questions. (Verbal/Linguistic Intelligence) (Bloom's Comprehension)
4. Pass out worksheet. (attached)
5. Give instructions to illustrate and sketch pictures of a time spent with your mom, dad, or other family member. (Bloom's Application)
6. Collect the worksheet.

Closure: Does anyone want to tell me about, or explain the picture you drew? (Gardner: Verbal/Linguistic Intelligence) (Bloom's Comprehension). Mother's Day is coming up so tomorrow we will be making a craft that you can give her for Mother's Day. If you want, you can make one for your grandmother, father, or other special member of your family. I know we will all be on our best behavior, and they will love their craft you give them. I am looking forward to making our crafts, are you guys? Tomorrow will be a fun day. Everyone have a good evening.

Adaptations/Enrichment:

Each student will be able to draw pictures using however much creativity they want. For the students that are gifted and talented in creativity, they are able to draw their pictures at their own level of creativity. I do not believe this worksheet will be a problem for the student with a learning disability. For those with ADHD, I will allow the student to take breaks if needed in order to keep him engaged in the lesson. If this student gets distracted maybe it would be best to sent him on an errand or on a restroom break to let him settle down and refocus.

Self-Reflection:

What went well? What should I do differently the next time I teach this lesson? Did the students understand the directions to the worksheet? Was the worksheet too easy or too hard? How can I make this lesson more beneficial to the students? Did they enjoy the story? Were the students with exceptionalities or disabilities able to benefit from the lesson? Should I choose another story next time?

