

Manchester College
Education Department

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Lesson: Sketch to Stretch (Reading Comprehension) **Length:** 30 – 45 Minutes

Age or Grade Intended: Grade 2

Academic Standard(s): 2.2.5 -- Restate facts and details in the text to clarify and organize ideas.

Performance Objectives: (1) Given the needed supplies, the students will draw a picture showing how a story made them feel each time a story is read to them.
(2) Having drawn a picture about how a story made the students feel, they will present their drawing to the class explaining what it means 100% of the time.

Advanced Preparation by Teacher: To prepare for this lesson the teacher needs to have enough drawing paper for the entire class. Also colored pencils or markers may be appropriate depending on which the teacher would like his/her students to use. Also a book needs to be picked out to read to the students before they draw.

Procedure:

Introduction/Motivation: To introduce this lesson I am going to ask the students a few questions. First they will be if they have ever had to draw a picture to represent how they feel about something. Another may be if they think drawing pictures of their feelings will help them to express their feelings better. Then I will explain to them what we will be doing for that lesson.

Step-by-Step Plan: The first step in this lesson is to read the chosen book to the kids. This book can be one which has vocabulary which relates to what the students are already learning or it can be a new book. The book can also be a book in part of a larger literacy unit. The teacher needs to stress to the students that they need to listen to the book very closely and be thinking about how they feel during the book (Blooms Knowledge.) Once the book is read, some time can be given to the students to brainstorm and draw a picture of how they feel following the reading of the book (Gardener's Visual & Blooms Synthesis.) Once everyone is completed, the pictures can be shared (time allowing) and the drawings can be explained and discussed with the class (Gardener's Verbal.) If time allows the students can be given a second piece of paper and asked to draw another picture after they have talked about the book with their classmates to see if they feel different.

Closure: Closure for my lesson will be done with a transition of the students putting their pictures somewhere in the room or in the hallway of the school. When they have their picture hung up we will move on.

Adaptations/Enrichment: Adaptations and enrichments for this lesson can be done by the teacher as he/she is walking through the class during work time. As the students are drawing their pictures, the teacher can go to those students who may have trouble expressing their feelings with pictures and give them ideas of how to do so. In the same way, the teacher can move to those students who may finish early and need enrichments and help them to expand on their existing drawing.

Self Reflection: The teacher will be able to judge the effectiveness of this lesson by both listening to the students talk about their drawings and by looking at them in the room after they are posted to see how closely the students' feelings came to the story.