

Lesson Plan #6

Lesson: Character/ Setting/ Main Events with Officer Buckle

Grade Intended: Kindergarten

Length: 20-25 minutes

Academic Standard:

K.3.3 Identify characters, setting, and important events in a story.

K.2.1 Give examples of people who are community helpers and leaders and describe how they help us.

Performance Objective:

After reading a story, the students will be able to fill out a graphic organizer with 80% accuracy.

Assessment:

The students will turn in their graphic organizers so that the teacher can determine if they included the two main characters, the setting, and two significant events from the story. (Bloom's Knowledge)

Advanced Preparation by Teacher:

The teacher will need a copy of *Officer Buckle and Gloria* by Peggy Rathmann, and read it in advance to be familiar with it. He/She will also need to make copies of the attached graphic organizer for each student prior to teaching the lesson.

Procedure

Introduction/Motivation: "Do you remember the story we read yesterday about Mr. Bumba and his new job? Let's think back to that story. (Bloom's Knowledge) There were so many people in it and so many things that happened throughout the story, wouldn't it be nice if those people and things were called something? Today we are going to learn what they are called, and an easy way that we can remember them even after we read the story!"

Step-by-Step:

- Talk with the class about how the people in the story are called the characters, where the story takes place is called the setting, and that all the things that happen during the story are called events. (Verbal-Linguistic Intelligence)

- As a class, fill out a graphic organizer over the story *Mr. Bumba's New Job* by Pearl Augusta Harwood. (This story was read yesterday to the class)(Visual-Spatial Intelligence)
- Read *Officer Buckle and Gloria* to the class.
- As a whole, start filling out a graphic organizer. (Logical-Mathematical Intelligence)
- After you help the students start their graphic organizers, allow them to finish them, and then turn them in. (Bloom's Application)

Closure: "I am having trouble remembering, can someone tell me what a character is? (Bloom's Knowledge) Good job! Did you know that every story, it doesn't matter how short or how long, always have characters, a setting, and main events?"

Adaptations/Enrichment:

For the child with the written expression learning disability, they will be allowed to only draw their characters, setting and events rather than write words to describe them as well. For the lower achieving students that have yet to be tested, they will be asked to only name one character and one event rather than two of each. For the advanced student, they will be encouraged to write more events and list them in chronologic order.

Self-Reflection:

What went well? What should I change next time I teach this lesson? Did the students remember the story from yesterday or should I read the story earlier the same day? Were the students engaged? Did they understand how to fill out the graphic organizer? Next time should I go over more examples with my students before expecting them to fill out the graphic organizer? Was it too much to expect them to write a word or two under each picture to describe the character, setting, or event?