

Student Teacher Candidate: Courtnie Roberts
Lesson Subject(s)/Title: "Watercolor Settings"
Lesson Date(s): February 26, 2020
Course & Grade(s): 1st grade Reading Literature

INSTRUCTIONAL MATERIALS:

- Book "The Snowy Day"
- Story Elements Worksheet
- Setting Characteristics Chart Paper
- Timer

Other Materials:

- Watercolors
- Watercolor paper
- Paint brushes
- Water
- Cups
- Tablecloths

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What is the setting in a book or story?
Why is setting important in a story?
What are the parts of a story?
What are the characters in a book or story?

PURPOSE:

The purpose of this lesson is for students to identify the setting, characters, and beginning of a story through a read aloud.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will be able to use key details to identify and describe characters, setting, and major events in a story by creating a watercolor painting of the setting of the story.

STANDARDS:

Subject Area: CC 1.3: Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Eligible Content: Describe characters, settings, and major events in a story, using key details.

Art Standard: 9.1.V.1E1 Use imagination and creativity to express self through visual arts

DIFFERENTIATION STRATEGIES:

- Timer for transitions
- Positive prompting and redirecting
- Modeling

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

ANTICIPATORY SET:

Before playing the video, the teacher will tell students to listen carefully for the parts of the story. The teacher will play the video “Parts of a Story” by Jack Hartmann. **Musical**

After the video, the teacher will ask students to **recall** (DOK level 1) the parts of the story that were discussed in the video through a [Think-Pair-Share.]

Interpersonal & Intrapersonal

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will facilitate a read aloud of the book, “The Snowy Day” by Ezra Jack Keats.

Linguistic & Visual

Throughout the story the teacher will pause to ask questions:

- Can you identify the characters of the story? (DOK level 1)
- How would you describe the setting? (DOK level 2)
- When did Peter go outside? (DOK level 1)
- What do you notice about the weather? (DOK level 2)
- How would you summarize the beginning of the story? (DOK level 2)
- What would happen if there was no snow? (DOK level 3)
- Why is the setting important in the story? (DOK level 2)

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Students will be given an activity sheet. Students are to refer to the book, “The Snowy Day” to identify the character(s), setting, and the beginning of the story. Students will draw pictures and label them to describe the character(s), setting, and the beginning of the story.

Students will work independently for 3 minutes to complete the activity sheet. The teacher will facilitate by walking around the classroom to guide struggling students and look for complete work. Once the 3 minutes is up, a timer will ring to signal that time is up.

Students will then work with a table partner to compare answers for 2 minutes. After the two minutes, students will share answers to the class and the teacher will write student answers on the board.

Interpersonal, Intrapersonal, Visual

CLOSURE/ASSESSMENT:

Using the key details of a story, students will **create** (DOK level 3) a watercolor painting of the setting of the story. Students will present their paintings to the class and describe the painting using key details from the story.

Visual, Kinesthetic, Interpersonal, Intrapersonal

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

n/a

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be assessed on the closing activity of sharing their paintings. The teacher will look and listen for students who describe the setting of the story and who illustrate the setting appropriately.

INSTRUCTIONAL PROCEDURES:

Time: 20 minutes

The teacher will:

1. Play the video, "Parts of a Story" by Jack Hartmann while telling students to listen carefully to the parts of the story (character, setting, beginning, middle, end.)
2. After the video, the teacher will ask students to **recall** (DOK level 1) the parts of the story that were discussed in the video through a [Think-Pair-Share.]
3. Facilitate by having students share and writing the story elements on the white board.
4. Facilitate a read aloud of the book, "The Snowy Day" by Ezra Jack Keats.
5. Ask a series of DOK questions throughout the story to guide students in understanding the story elements of the book.
Can you identify the characters of the story? (DOK level 1)
How would you describe the setting? (DOK level 2)
When did Peter go outside? (DOK level 1)
What do you notice about the weather? (DOK level 2)
How would you summarize the beginning of the story? (DOK level 2)
What would happen if there was no snow? (DOK level 3)
Why is the setting important in the story? (DOK level 2)
6. Instruct students to return back to their seats to complete the worksheet, "Story Elements" independently for 3 minutes. The teacher will review directions and model how to properly complete the boxes in the worksheet.
7. The teacher will facilitate by walking around the classroom to guide struggling students and look for complete work.

The students will:

1. Watch the video while listening for the parts of the story that are discussed in the video.
2. Recall the parts of the story through a [Think-Pair-Share.]
3. Share the parts of a story to the class when prompted.
4. Sit in their carpet spots around the teacher.
5. Raise their hand to answer the questions.
6. Return to their arranged seats to complete the worksheet "Story Elements" for 3 minutes independently, using the teacher's directions and modeling.
7. Raise hand to signal assistance when needed.
8. Work with a table partner for 2 minutes to compare worksheet responses/answers.
9. Share worksheet answers when prompted.
10. Recall the setting of the book and list characteristics of the setting.
11. View the chart paper for reference.
12. Use given materials to recreate the setting of the book, "The Snowy Day" while including important characteristics of the setting (fluffy white snow, blue sky, etc.)
13. Share their paintings to the class while describing the setting characteristics and answering the teacher's questions.

<p>Once the 3 minutes is up, a timer will ring to signal that time is up.</p> <ol style="list-style-type: none"> 8. Instruct students to work with a table partner to compare worksheet responses. 9. Facilitate by asking groups to share their answers and writing student responses on the board. Who are the character(s) in the story? (DOK level 1) Where does the story take place? (DOK level 1) What happens in the beginning of the story? (DOK level 1) Can you predict the outcome if Peter lived somewhere it doesn't snow? (DOK level 3) 10. Transition to the closing of the lesson. Ask students to recall back to the story and describe the setting of the book. 11. Write down the characteristics on a piece of chart paper for reference. 12. Pass out materials for students to complete their "watercolor setting" art projects. The teacher will model proper use of watercolors and what to include in the painting. 13. Facilitate by asking students to share their paintings. The teacher will use the following questions to facilitate and expand students' knowledge. How is the setting related to the events that happened in the story? (DOK level 3) Describe the setting of the story. (DOK level 2) 	
--	--