

Student Teacher Candidate: Peyton Allen
Lesson Subject(s)/Title: Story Patterns
Lesson Date(s): 23 February 2018
Course & Grade(s): Reading/Writing Kindergarten

INSTRUCTIONAL MATERIALS:

The Three Little Pigs story
The Three Little Pigs Story Pattern worksheet
The Three Little Pigs Finger Puppet Worksheet
The Pig House Worksheet
Construction Paper
Colored Pencils
Scissors
Glue
Notebook/Journal

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What are story patterns?

PURPOSE:

The purpose is for students to have a clear understanding of what story patterns are.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will have an understanding of story patterns after given a definition, reading the story, and constructing the story pattern worksheet.

The students will demonstrate their understanding of story patterns as they re-enact the story correctly with the puppets in their groups.

STANDARDS:

Subject Area: English Language Arts

Eligible Content: CC.1.1.K.E

Read emergent-reader text with purpose and understanding.

Subject Area: Arts and Humanities

Eligible Content: 9.1.D.K.B1

Recreate a dramatic play experience for an audience.

Eligible Content: 9.1.V.K.B1

Combine a variety of materials to create a work of art.

DIFFERENTIATION STRATEGIES:

Enrichment: Have advanced students skip the story pattern worksheet and wait to be grouped up for the puppet worksheet.

Support: Help struggling students in their specific groups and help them write short sentences in their journals.

ANTICIPATORY SET:

Explain to the students what story patterns are:

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

The pattern of events is what happens in the story. It is often referred to as the plot, a sequence of events or actions that make up the story. I will then ask the students if they've heard or read The Three Little Pigs. If they have, I will ask them to not spoil the story for their peers who haven't.

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will read the Three Little Pigs to the class as the students follow along. The students will be asked questions to test their reading comprehension throughout the reading.

Questions:

How many pigs are in the story?

Why is the wolf after the pigs?

Why couldn't the wolf blow down the last house?

The teacher will then ask the students if they can identify the story patterns in order.

The teacher will then give the students a worksheet with the story patterns on it and the students will have to cut them out and place them in order on their own on a piece of construction paper.

Intrapersonal Intelligence & Bodily-Kinesthetic

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The teacher will put the students into groups of 4. The teacher will then hand out The Three Little Pigs Finger Puppet Show worksheets and the Pig House worksheet, one each group. The students will color and cut out the finger puppets and houses as a group. The students will be told to label which pig built what house and write it on the back so they do not confuse the pigs. After the students have finished coloring and cutting the puppets/houses, the students will work with their partners or small groups to re-enact the story in their groups. The students can use their story pattern worksheet that they completed beforehand to help with re-enacting the play. The students will take turns being different characters. The teacher will walk around and monitor these groups the whole time. **Interpersonal Intelligence, Bodily-Kinesthetic, & Spatial.**

CLOSURE/ASSESSMENT:

Ask students to draw or write in their journals about their favorite character in the story.

Intrapersonal Intelligence

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

None

EVALUATION/ASSESSMENT OF STUDENTS:

Evaluations will be made when the teacher watches the students re-enact the story. The students will explain their journal entries to the teacher or class individually and this will also count as an evaluation/assessment.

Linguistic Intelligence

INSTRUCTIONAL PROCEDURES:

Time:

The teacher will: <ol style="list-style-type: none">1. Explain what story patterns are.2. Ask the students if they have read The Three Little Pigs and if so to not spoil it for the others.3. Read the story to the class.4. Ask questions throughout the reading to test the student's reading comprehension.5. Give the students a worksheet to place the story patterns in order from	The students will: <ol style="list-style-type: none">1. Be informed about what story patterns are.2. Not spoil the story for any of their peers if they are able to.3. Follow along with the story.4. Answer the comprehension questions.5. Cut out and put together the story pattern worksheet.6. Be put into groups.
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<p>the story.</p> <ol style="list-style-type: none"> 6. Put the students into groups of 4. 7. Give the Three Little Pigs puppets worksheet and Pig House worksheet. 8. Tell the students to label the pigs accordingly and color and cut them out. 9. Tell the students to act out the story with partners or groups to re-enact the story. 10. Tell the students they can use their story pattern project if they need help re-enacting the play. 11. Tell the students to take turns with the characters. 12. Monitor the students. 13. Ask the students to draw or write in their journals about their favorite character. 14. Ask the students to explain what they wrote or drew in their journals. 	<ol style="list-style-type: none"> 7. Cut and color The Three Little Pigs puppet worksheet and Pig House worksheet. 8. Label the pigs accordingly. 9. Re-enact the story of the Three Little Pigs. 10. Use the story pattern project if needed. 11. Take turns being characters. 12. Draw or write in their journals about their favorite character. 13. Explain what they drew or wrote in their journal.
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