

Name of Student: Ariana Bakalo

School: Otsego Elementary School

Child Study Course #: CS 414

Date of Lesson: 10/12/2022

Cooperating Teacher: Mr.Kuschel

Grade Level: 2          Group Size: 19

Specific Lesson: 4W's

Curriculum Area: ELA

**Central Focus:** After reading a story, students will be able to identify the who, what, when, and where, as it pertains to the story.

**Next Generation Standards:**

- 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
- 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Curriculum Rationale:** Before this lesson, students have been able to sequence stories and understand how events occur. In this lesson, students will work on identifying different parts of a story. In the future students will be able to apply this knowledge to longer texts in addition to working on their reading comprehension.

**Materials:**

- SMARTboard
- Computer
- Post- it-note paper

- Crayola Markers
- Star Graphic Organizer
- Story 1 Playing Catch
- Story 2 Joey Goes Fishing
- Ladibug Document Camera
- 4 packs of highlighter gel pens

**Academic Language:** who, what, when, where, why, sequencing

**Introduction:**

- First the teacher will talk about Goldilocks and the Three Bears, as they have been discussing and reading different versions of Goldilocks and the Three Bears during their Library special time. Using previous knowledge of the familiar fairytale, students should be able to recall details from the story. The teacher will ask students *Who can help us remember the story of Goldilocks?* and will call on a student who is sitting in his/her seat quietly. The teacher will go around the classroom and call on students who are raising their hands quietly, and prompt further questioning such as *who was in the story, what they were doing or trying to accomplish, when did it all take place, where did the story take place and why?*

**Instruction:**

- Next the teacher will ask if anyone is familiar with the four W's. An anchor chart will be displayed on the chalkboard showing who, what, when, where and why in picture examples that will be displayed at the front of the classroom.

- The teacher will say *Wonderful work everyone! What we just did as a class together was find each of the four W's in the story. I made this anchor chart that helps show us what each of the four W's Has anyone heard of the four W's before?* Allow students some time to think and raise their hands and answer: who, what, when, where and why. Using the anchor chart, explain how we use the story Goldilocks and the Three Bears to talk about each of the four W's
- Ask the class questions such as *Why do we need to know the 4 W's? How can this help us when we read?* Call on students who are seated quietly and have their hands raised politely. After answers have been shared, the teacher will explain that we use the 4 W's, or the who,what,when, and where in the story to help us understand the key details in a story, and explain how it is important to pay attention to detail when reading.
- Students have previously learned the acronym RUN which stands for Read, Underline, and Number. Students use this acronym when they are working on reading comprehension skills. When they read a story and answer questions they are expected to read the complete story, underline where in the passage they found their answer, and lastly number the evidence corresponding to the question number.
- Explain: *When we read stories together we are going to be using RUN to help us find each of the four W's in the story.*
- Following this, the teacher will mention that every student is going to be a detective, and each person at their table will be responsible for finding one of the W's. Teacher will then hand out a pack of five highlighting gel pens to each table. Students will be told that each individual will take one pen.

- Next, the teacher will display a short story called “Joey goes Fishing” on the SMARTboard, and pass out the short story handout to all students in the classroom. The educator will then proceed to read the story aloud to the students. After the story has been read, the teacher will pull up the Google Document that has each color associated with each W displayed. Students will see the color associated for each task and be instructed to perform the task associated with the specific color.
- While students are working, the teacher will be walking around the room to make sure that students are on task, as well as to answer any questions that students may have. In addition to this, the teacher will stop by each table to make sure that students understand what they are supposed to do.
- After the majority of the class is finished, a star organizer will be projected on the SMARTboard. The teacher will explain that each point on the star represents each W, with the last point representing the main idea. As a class we will review each of the four W’s and fill out the organizer together projected on the SMARTboard.
- After reviewing and filling in the graphic organizer on the SMARTboard, students will receive another short story handout called “Playing Catch”, and will be provided with their own star organizer to fill out where they will practice being their own detectives.
- The teacher will instruct students to now use their highlighting pens to find each of the four W’s in the short story individually. The teacher will also remind students to use the acronym RUN to indicate where their evidence is located. Students will be told that they will be receiving their very own special star graphic organizer that they will use to write down their answers.

- The teacher will be walking around the room to make sure that students are on task, as well as to answer any questions that students may have. If a student is having difficulty understanding, they will be taken to the back of the room where the teacher will work with the student in a small group.
- When students are finished, they will be instructed to hand in their graphic organizers by placing the graphic organizer in the bin located in the back of the room .

**DIFFERENTIATION:**

- Richard will be seated towards the front of the room to alleviate any distractions, and reduce negative behavior.
- Bianca, Jason, and Joyce will be pulled to the back during independent practice to be retaught the reading skill.

**TECHNOLOGY:** The SMARTboard will be utilized throughout the entirety of the lesson. All reading/writing materials will be projected onto the SMARTboard using the Ladibug document camera.

**ASSESSMENT:**

*Informal:*

Throughout the lesson, the teacher will walk around the classroom and observe whether or not students are understanding the task at hand.

*CLOSURE ACTIVITY and Formal Assessment:*

Students will then use the star graphic organizer to complete the who, what, when and where of the story that both the students have, and that will be displayed on the SMARTboard.

Students will use their highlighter pens to underline the evidence for each of the four W's, and fill in the graphic organizer. Students will be instructed to work independently, and when they are finished, they will raise their hand. The graphic organizer will then be collected.

**RE-ENGAGEMENT:**

Re-engagement will proceed after the formal assessment portion has been graded. A child who scored less than 5/6 ( 80% accuracy) will be provided small group or individual instruction.

This instruction will include utilizing a familiar fictional text. The five W's will be written out on index cards with picture examples. In addition to this, a short story will be provided and will work together to help identify each of the 4 W's. This will take place after the formative assessments have been graded (later that same day).