

The following is a set of mini lessons to touch on some of the main reading standards that students struggle with, as well as incorporating the importance of writing into the curriculum.

Essential Question: How can a book help me understand the world around me?

Mini Lesson on : Creative Writing, Fables, Inference, Semantics, Story Pyramids, and Drawing conclusions.

## Creative Writing

Estimated Time: 45 minutes

### Lesson Objective:

Begin learning about creative writing and the process of creating a story.

### Materials Needed:

- Book: And to Think That I Saw It on Mulberry Street by Dr. Seuss
- Pencil
- Paper
- Index Cards
- Construction Paper
- Crayons

### Pre-instructional Techniques:

- ❑ Statement of Review: “ We have talked about writing sentences, and paragraphs. Can anyone tell me what you need to make a good paragraph?”
- ❑ Statement of today’s Objective in Student’s language: “Today we are going to learn how to create a story.”
- ❑ Motivation Technique: At the reading circle the teacher will read And to Think That I Saw It on Mulberry Street. The teacher will ask the students what was more interesting what Marco told his father he really saw on Mulberry Street or what he created on Mulberry Street?

### Instructional Procedures/Strategies:

- ❑ Direct Teaching: Begin by talking about what is involved in creating writing. Talk about the main idea and how it is formed. The teacher will then continue on with the steps that are involved.
- ❑ Guided Practice: Together the students and teacher will start the writing process. First they will formulate what their story will be about. The teacher will use index cards to help put the story in order. Together the class will formulate a main idea. From here they will expand off the main idea to form a paragraph.
- ❑ Independent Practice: Separate the children into their table groups. From here allow them to use the construction paper to create characters to be in their stories. Allow them to start writing on the index cards ideas that they want to be in their stories. Have them focus on adjectives and usage. Allow the children to talk about different ideas. Remind the students to write down a complete sentence to go along with their ideas.
- ❑ Correction and Extension Activities: Each child will be able to share their work with the class. This will allow students to share input on how to make the story more creative. It will also help reinforce that it is okay to change the rough draft.

### Formative Evaluation:

The students will be evaluated on their creative writing. The students will also be evaluated on the writing process steps.

### Interdisciplinary Emphasis:

- For gifted children: The gifted child will be able to show their creativity. The student will be able to show their writing skills and help other students learn how to put their ideas on paper.
- For the children with disabilities: Exploring the writing process will help this student continue their work on order of operation. It will help the students on developing their handwriting and simple sentence structure.
- For the language barrier: These students will be able to continue their work on handwriting and on simple sentence structure. Talking with the other students will allow them to continue working on their language.
- For the transfer student: Social interaction will help the student feel more at home. Writing will also help the students explore feelings that they are having over their changing environment.

## Story Pyramids.

Estimated Time: 30 minutes

### Lesson Objective:

Be able to identify the main components of a story. Be able to describe the setting, characters, and sequence of events within the story.

### Materials Needed:

- Book: The Remarkable Farkle McBride by John Lithgow
- Pencil
- Paper

### Pre-instructional Techniques:

- ❑ Statement of Review: “Yesterday we learned about descriptions.”
- ❑ Statement of today’s Objective in Student’s language: “Today we are going to learn the parts of a story and how to describe what is going on in the story.”
- ❑ Motivation Technique: At the reading circle the teacher will do a picture walk with the students. The students will describe what is going on in the story. From here the teacher will read The Remarkable Farkle McBride.

### Instructional Procedures/Strategies:

- ❑ Direct Teaching: The teacher will begin by defining what the parts of the story are. The teacher will then ask the students to tell the main character of their favorite story, etc.
- ❑ Guided Practice: Together the students and teacher will start working on their story pyramid.
- ❑ Independent Practice: In pairs the students will work on their pyramid.
- ❑ Correction and Extension Activities: The class will go over their pyramids. The teacher will be able to examine if the students have identified the parts of the story.

### Formative Evaluation:

The students will be evaluated on their completion of their worksheet. The students will also be evaluated on their group effort and input.

### Interdisciplinary Emphasis:

- For gifted children: The gifted child will be able to show their creativity and vocabulary.
- For the children with disabilities: Working in pairs will help the student’s communication skills. Filling out the worksheet will also help with their handwriting. The student will also be able to look at order of events in a story.
- For the language barrier: These students will be able to continue their work on handwriting and on simple sentence structure. Talking with the other students will allow them to continue working on their language.
- For the transfer student: Social interaction will help the student feel more at home.

## Semantic Maps

Estimated Time: 45 minutes

### Lesson Objective:

Students will be able to sort information from the story into different categories.

### Materials Needed:

- Book: Marsupial Sue by John Lithgow
- Pencil
- Paper

### Pre-instructional Techniques:

- ❑ Statement of Review: “Yesterday we talked about adjectives and writing descriptive sentences.
- ❑ Statement of today’s Objective in Student’s language: “Today we are going to pick out events from a story and tell something about the event.
- ❑ Motivation Technique: At the reading circle the teacher will do a picture walk with the students. The students will describe what is going on in the story. From here the teacher will read Marsupial Sue.

### Instructional Procedures/Strategies:

- ❑ Direct Teaching: The teacher will begin by reviewing the parts of the story. The teacher will ask the students to describe what is going on in the story.
- ❑ Guided Practice: Together the students and teacher will start working on the semantic map. The teacher will guide the students through the semantic map using the main idea.
- ❑ Independent Practice: In pairs the students will work on their semantic map.
- ❑ Correction and Extension Activities: The class will go over their semantic maps. The teacher will be able to question why the students chose the events that they did. It will allow them to continue on their description.

### Formative Evaluation:

The students will be evaluated on the completion of their worksheet and their group effort.

### Interdisciplinary Emphasis:

- For gifted children: The gifted child will be able to show their creativity and vocabulary.
- For the children with disabilities: Working in pairs will help the students communication skills. Filling out the worksheet will also help with their handwriting. The student will begin looking at events in the story and what they are about.
- For the language barrier: These students will be able to continue their work on handwriting and on simple sentence structure. Talking with the other students will allow them to continue working on their language.

- For the transfer student: Social interaction will help the student feel more at home.

## Higher Level Questioning

Estimated Time: 45 minutes

### Lesson Objective:

Students will be introduced to questioning and how to develop questions in order to learn more about the story and begin learning how inference plays a role in reading.

### Materials Needed:

- Book: Thank you, Mr. Falker by Patricia Polacco
- Pencil
- Paper

### Pre-instructional Techniques:

- ❑ Statement of Review: “We have been talking about describing the stories that we have read.
- ❑ Statement of today’s Objective in Student’s language: “Today we are going to take what we have learned and begin questioning what is going on in a story.
- ❑ Motivation Technique: At the reading circle the teacher will do a picture walk with the students. The students will describe what is going on in the story. From here the teacher will read Thank you, Mr. Falker.

### Instructional Procedures/Strategies:

- ❑ Direct Teaching: The teacher will begin by reviewing the parts of the story. The teacher will ask the students to describe what is going on in the story.
- ❑ Guided Practice: The teacher will then ask the students open ended questions. This will allow the students to start asking questions about the story.
- ❑ Independent Practice: In groups of three the students will work on their worksheet Question Frames for Developing Higher- Level Questions.
- ❑ Correction and Extension Activities: The class will go over their worksheets and discuss the book. This will lead to more questioning from the students. The students will then answer other groups questions to review the story.

### Formative Evaluation:

The students will be assessed through observation and completion of their worksheet and the other students’ worksheet. Students will be graded according to rubric.

### Interdisciplinary Emphasis:

- For gifted children: The gifted child will be able to show their creativity and vocabulary. This will also allow the student to work on complex sentences.
- For the children with disabilities: Working in pairs will help the students’ communication skills. Filling out the worksheet will also help with their handwriting. The student will begin looking at events in the story and what they are about.

- For the language barrier: These students will be able to continue their work on handwriting and on simple sentence structure. Talking with the other students will allow them to continue working on their language.
- For the transfer student: Social interaction will help the student feel more at home.

## The Moral of the Story

Estimated Time: 30 minutes

### Lesson Objective:

Students will be able to describe how a fable is its own genera. Students will be able to identify the main moral of the fable and be able to relate the moral to the world around them.

### Materials Needed:

- ✓ Collection of fables
- ✓ Paper
- ✓ Pencil
- ✓ Journals

### Pre-instructional Techniques:

- Statement of Review “We have learned the parts of a story and learned about themes and main ideas.”
- Statement of today’s Objective in Student’s language: “Today we are going to start reading fables and find the moral in the story.”
- Motivation Technique: In the reading circle the teacher will ask the students to tell something that they have done wrong and the lesson that they learned from their mistake. From here the teacher will explain that a moral to a story is the lesson that the character has learned. From here the teacher will ask the students to describe what a fable is in their own words. The teacher will then give the true definition of a fable.

### Instructional Procedures/Strategies:

- Direct Teaching: The teacher will begin by writing moral and fable on the board. While in the reading circle the teacher will ask the students to tell things that they have done wrong and what they have learned from that. The teacher will then tell the students that a moral is a lesson learned.
- Guided Practice: The teacher and the students will read through a short fable together and talk through what was done wrong and what the moral of the story is.
- Independent Practice: Using the Semantic Map the students will work independently on a fable and decide what the problem of the story is, the conflicts, and the events that lead to the moral.
- Correction and Extension Activities: As an extension the students will write a short moral dilemma in their journals. Then they will write on what would happen had the character not learned from their lesson.

Formative Evaluation:

Interdisciplinary Emphasis:

- For gifted children: These children will have the opportunity to write a fable of their own which will give them a chance to expand their creativity and go deeper.
- For the children with disabilities: For children with reading disabilities many fables are simple and understandable on the first read. The simpler fables can be read to increase their reading ability and to help reinforce main idea concepts previously covered. Writing in their journals will also help their comprehension of what elements go into a story.
- For the language barrier: These students will be able to continue their work on handwriting and on simple sentence structure. Talking with the other students will allow them to continue working on their language.
- For the transfer student: Social interaction will help the student feel more at home. Writing will also help the students explore feelings that they are having over their changing environment. Allowing them to do journals on a made up fable will help them express some problems that they may have over come.