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| School name: Owen Elementary School | Teacher Name: Diana Dongarra |
| Date: 12/3/13 | Period/Time: 10:00-10:45 |
| Room Number: 137 | Grade Level: Kindergarten (ELA) |
| This class has 22 kindergarten students. There are 14 boys and 7 girls. There are six ELL students and one student who has an IEP for speech services. One student receives intervention services for reading. Students are at a variety of levels and enjoy listening and responding to text.  |

Standards to be addressed in this lesson:

RL.K.2: With prompting and support, retell familiar stories, including key details

RL.K.4: Ask and answer questions about unknown words in a text.

RL.K.5: Recognize come types of texts (e.g. story, books, poems)

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly

[RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) Demonstrate understanding of the organization and basic features of print.

[RF.K.2](http://www.corestandards.org/ELA-Literacy/RF/K/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Lesson Plan:

Time Needed: 45 minutes

Lesson Rationale: Kindergarten students have been focusing on identity and what makes each person special and unique. During the past few weeks we have been using a variety of fiction and informational text to model and facilitate reading, speaking, listening, and writing. Students have been given explicit instruction on what identity means and have practiced identifying their own characteristics to deepen their understanding of identity. Then using their characteristics, students have practiced comparing their identity to others to see similarities and differences. These activities have broadened their knowledge and gained perspective that everyone is unique. The purpose of this lesson is for students to identify and generate a list of what characteristics make identity (hair color, eye color, skin color, things a person likes to do). Then, using those characteristics they are going to look within the text to compare and contrast the two character’s identity and put the information into a Venn diagram. Students will be asked to share their thinking and use the text to support their ideas about what makes the characters in the text the same, and what makes the characters different.

Objectives:

Content Objectives: Students will deepen their understanding of identity by using the text provided to compare and contrast two characters.

Language Objectives: Students will be able to orally share/present their ideas as well as their partner’s ideas.

Materials: *Same, Same, but* Different by: Jenny Sue Kostecki-Shaw, Venn Diagram paper, Smartboard, crayons, pencil

Step 1: Anticipatory Set: (5 minutes)

1. Students will be reminded of the story we read *Same, Same, but different* by: Jenny Sue Kostecki-Shaw.

Step 2: Presentation: (10 minutes)

1. Teacher will begin by asking students what the word identity means. Teacher will remind students that everyone is different and everyone has a unique identity. What makes you, you, and what makes me, me? Teacher and students will generate a list of what to look for when thinking about identity. (hair color, skin color, eye color, what a person likes to do)
2. Teacher will tell the class that today they are going to look within the text *Same, Same, but different* to identify the characteristics of the two characters. Teacher will remind students to look at the pictures and the words to identify the different characteristics.

Step 3: Guided Practice: (15 minutes)

1. Students will work in partners to look within the text and identify the different characteristics of each character. Teacher will ask students to put a post-it on the page where a characteristic is identified.
2. After about 5-7 minutes, students will come back together as a group to talk about the characteristics they found. As students share their thinking from the text, the teacher will record the characteristics into two lists. (one for each character)
3. Teacher will explain, now that the characteristics have been identified students are to work with the same partner and compare and contrast the two character’s identities by using a Venn diagram. Teacher will encourage the students to use the evidence from the text to support their thinking. How do we know they are the same? How do we know they are different? Teacher will remind the students to not only look at the words, but also the pictures to support their thinking.

Step 4: Closure: (15 minutes)

1. After the students have had enough time to record their evidence onto the Venn diagram, students will gather back together and share their information. Partners will share their thinking to the class. The teacher will be looking for whether or not the students were able to identify the characteristics and then compare and contrast the two characters on the Venn diagram.

Core Action 1: I think this lesson illustrates several of the indicators from Core Action 1. The entire lesson is centered on a text that is above the complexity level expected for the grade and time in the school year. It connects what we have been learning about in our unit of identity and asks students to apply what they have learned and use evidence from the text to support their thinking.

Core Action2: This lesson should focus on most of the indicators from Core Action 2. Questions are centered on the text and ask students to use the text to support their thinking. Students will work together to talk about the text and complete the activity. Questions are intended to be sequenced to help students stretch their thinking and dive deeper into the text.

Core Action 3: I think most of the indicators will be hit from Core Action 3. The lesson focuses on looking at the text and asks students to talk to each other and listen to each other’s ideas. When we close the activity I will be asking partners to share each other’s thoughts instead of their own. This will enable me to see if they were listening to each other and working together to complete the activity.