

Jaclyn Brennan
Kindergarten
My Friend Rabbit
Friendship

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 3 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Elementary school: X

Middle school:

Other (please describe):

Urban:

Suburban: X

Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[The school is a Title I school so majority of the child are from low-income families. Many students here are provided with a free lunch. The classroom is specifically a Learning Opportunities Program (LOP) and aides to many different needs: behavioral, developmental delays, Down Syndrome, and Autism. There is one teacher with two classroom aides and one 1:1 aide. Students are pulled out of the classroom for Speech, Occupational, and Physical Therapy as well as Social Work. One student is also bilingual and gets pulled for ELL. Within the classroom there is a calm down corner and a sensory area available for students. Visual schedules are provided to the students.]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[MAP standardized testing is done twice a year, once per semester. Since their academic abilities do not meet those for the MAP testing three students do not participate in this testing and do not have an alternative standardized test. FastBridge Learning is also a formative assessment that is used school wide however the same three students that do not participate in the MAP testing also do not participate in FastBridge. The teacher has many other formative assessments set in place but none that are school-wide. Each child in the classroom has an Individualized Education Plan (IEP) and five have a Behavior Intervention Plan (BIP) to aide to their specific needs. Many students in the classroom respond better when given visual cues and so many lessons are created with visuals to help them.]

About the Class Featured in This Assessment

1. How much time is devoted each day to literacy instruction in your classroom?

[An hour a day is devoted to literacy instruction in the classroom. The students in the classroom respond better to a set schedule and to the best of the teacher's ability that is followed. However, sometimes an hour of literacy a day is not able to happen due to behaviors that occur and require more attention or other lessons needing more time than planned. With that being said, some days literacy instruction goes beyond the hour planned to either make up for

previous time lost or the lesson requiring more time. Literacy instruction is not done in a consecutive hour and is broken up. The students start with thirty minutes of literacy centers in the morning and then another round of literacy centers in the afternoon. Each center is only ten minutes long which helps keep the students engaged.]]

2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

[Grouping is a huge part of how the classroom is ran. Since the students are in Special Education for various reasons their abilities are across the board. Some students are still learning to speak whereas others are completely verbal just as some are on track with their fine motor and social skills while others are still developing them. Since the abilities are across the board students are grouped based on similarities in strengths and weaknesses. This way students that are nonverbal and speak through Assistive Technology (iPads) or require PECs as visual cues work together and have the same lessons prepared.]

3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

[The books used for literacy instruction vary based off of Basal Readers as well as picture books that are of interest to the specific student.]

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

[During literacy instruction, students often use iPads, the Promethean board, or a LakeShore Light table to complete tasks. On the iPad, they use applications such as Starfall and Smarty Ants. Through Active Inspire the students are able to create CVC words, match letter sounds, create sentences, etc.]

About the Students in the Class Featured in This Assessment

1. Grade-level(s): [This classroom has both kindergarten and first grade students. Eight students are kindergarteners and two are first graders.]
2. Number of
 - students in the class: 10
 - males: 4 females: 4
3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., English language learners, gifted students needing greater support or challenge, students with Individualized Education Programs [IEPs] or 504 plans, struggling readers, underperforming students or those with gaps in academic knowledge).

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals

<i>Example: Visual processing</i>	2	<i>Close monitoring, large print text, window card to isolate text</i>
Seizure Disorder (Epilepsy)	1	Close monitoring, one-on-one support, Assistive Technology for Speech (LAMPt), Physical Therapy, Occupational Therapy, Speech Therapy, Social Work
Developmental Delays	3	Physical Therapy, Occupational Therapy, Speech Therapy, 2 out of 4 students given Assistive Technology for Speech (TouchChat), Social Work, Formative and Summative Assessments to monitor learning
Learning Disabilities	3	Physical Therapy, Occupational Therapy, Speech Therapy, 2 out of 4 students given Assistive Technology for Speech (TouchChat), Social Work, Formative and Summative Assessments to monitor learning
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Leveled text, targeted guided reading, ongoing reading assessment (e.g., running records, miscue, conferencing)</i>
English Language Learner	1	Provided with Assistive Technology (TouchChat) to first model the spoken language and the repeated, pulled for ELL services
Extreme Aggression	2	Scheduled sensory breaks, calm corner available for use, Behavioral Intervention Plan (BIP) put in place, isolation room used when needed
Physical Disability	1	Student rides a tricycle to keep up with other students, wider pencils and crayons for a better grip, adaptive PE

Friendship

The theme that I found in the picture book *My Friend Rabbit* by Eric Rohmann was friendship. I chose this book with this particular theme because I believe that as a future kindergarten teacher it is just as important, if not even more important, to teach my students social skills rather than strictly academic skills. During this lesson, I hope that my students are able to learn the many different ways to be a good friend and the act of unconditional friendship. Although we all make mistakes, we are all capable of being and having friends. The current group of students that I work with are from low-income families and many have experienced and/or witnessed violence or aggression as a way to handle problems. I see it every day in the classroom; A student takes their toy and rather than asking for it back they hit them. I want my students to know that there are other ways to work out differences and, most importantly, that we treat everyone as a friend in our classroom. I hope that through placing an importance on friendship my students will, in turn, become amazing friends in and outside of the classroom. I hope that my students do ask for clarification and follow up questions. I am no longer in the mind of a kindergartener and therefore will need to rely on their feedback and misunderstanding to help push them towards becoming greater versions of themselves.

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose for the content you will teach in the learning segment.

[The central focus for the content of this learning segment is to teach the students an example about unconditional friendship. The purpose of this lesson is to show the students that sometimes our friends will make mistakes but to teach them to see the good intentions behind the action. The book *My Friend Rabbit* by Eric Rohmann is the perfect book to teach this lesson to this specific classroom and the pictures will help engage the students. The reason why I chose this specific book to teach the lesson of unconditional friendship is because many of my students are still growing social skills and therefore are making plenty of mistakes along the way. The story is all about one friend making mistakes and the other friend still choosing to stay friends by looking at the overall intention of the action.]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address

- an essential literacy strategy
- requisite skills that support the use of the strategy
- reading/writing connections

[Illinois Learning Standard CCSS.ELA-LITERACY.RI.K.2 states that “With prompting and support, retell familiar stories, including key details. In this lesson, students are taught the literacy strategy of using illustrations as clues to understanding the sequence of a story. Within this lesson students are also able to make a connection between focused vocabulary words and what they mean to them and therefore address Illinois Learning Standard CCSS.ELA-LITERACY.SL.K.5. They learn this by focusing on two vocabulary words and being able to put those definitions into a drawing based off of their interpretation of the definition. The key learning target of this lesson is the social skill of Illinois Learning Standard 2C.1a., “Identify ways to work and play well with others”, because the focus is for them to see the ways that friendship was portrayed in the book and how to be a good friend to others.]

- c. Explain how your plans build on each other to help students **make connections** between skills and the essential strategy to comprehend **OR** compose text in meaningful contexts.

[By first reading and discussing the book with the class I am able to set the groundworks for our theme: friendship. I begin by discussing, through the help of the students, how Rabbit and Mouse are good friends to each other. The students will then break off and key in on smaller focuses, such as how to be a good friend in everyday situations and how to explain the words “friend” and “help.”]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers,

underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[]

- b. Personal/cultural/community assets related to the central focus—**What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?**

[The students in my classroom come from various backgrounds however most are from low-income families. Three of the students that I know about, have experienced and/or witnessed violence in their homes and therefore act violently at school. Also, since these students are from low-income families, they have expressed that they do not do much reading at home and/or do not have access to books other than when at school. Although just kindergarten and first graders, they are more prone to violent or aggressive behavior (hitting, kicking, swearing, etc.) when frustrated. By focusing a lesson on being a kind and caring friend the goal is for them to learn that those behaviors are more accepted than violent ones.]

3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, **use principles from research and/or theory to support your explanations.**

- a. Justify how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory.

[Since the students do not have access to an abundance of books they thoroughly enjoy reading time. Given that this is an activity that they enjoy, I like to work as many important lessons as I can, since it is often viewed as a reward when they are read to. I also want to place the importance of friendship in my classroom and picked a book that relayed that message in a fun way. Animals are a common topic for them and are not foreign so it was easier for them to follow.]

- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[All of the students are capable of sitting and listening to a short story. Since it was a book with minimal words, the colorful pictures were able to entice them and the animals were able to keep their imagination, and therefore attention, involved. Each instructional strategy was created to aide to all of the types of learners in the classroom. Although the purpose of each activity remained the same, the instructional style varied from student to student. For instance, for students who are still unable to write, visuals were provided for a paste option. For students who have mastered tracing, they were given a sheet that was more challenging and asked for them to copy the sentence without tracing.]

- c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

[Although it is not clearly written in the text, Mouse and Rabbit show friendship in many ways. By discussing that and then expanding on that topic as a whole, the students were able to learn that being a friend is more than just saying kind words and sharing toys. Each activity offered them new insights on how to be a friend all stemming from the book *My Friend Rabbit*.]

4. Supporting Literacy Development Through Language

- a. **Language Function.** Identify **one** language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	

[Identify is the language function that I chose to develop and practice during my instruction because I believe that it is crucial for students of this age group to identify what makes a good friend in order to become one.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[The key learning task that I chose was that students are able to identify character traits that make up a good friend. This was done during Activity #1 in the lesson plan where students were given two choices, a right and wrong one, and asked to pick the right one. Students were also given the opportunity to explain their thought process and talk through why they chose the answer that they did.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary or key phrases
- **Plus** at least one of the following:
 - Syntax
 - Discourse

Consider the range of students' understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them?

[The two focused vocabulary words during this lesson were “friend” and “help”. In the book, those two terms played an important role in exemplifying how to be a good friend. Students also demonstrated syntax by properly organizing the characters of the book into the sequence in which they appeared.]

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

[During the learning task the students are provided with many different ways to show that they understand the meanings behind “friend” and “help” and how the two words go together. They are able to illustrate what those words mean to them, thus creating a deeper meaning and understanding of the words. They are also able to visually see examples of these words being correctly or incorrectly done and elaborate on that.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy **AND** requisite skills to comprehend or compose text **throughout** the learning segment.

[Although no formal assessments will be submitted for this lesson, the informal assessments will provide direct evidence that the students can use the literacy strategy and requisite skills to comprehend the text. This can be shown through choral and observational strategies. By talking with the students and activity viewing their work I will be able to see which topics are mastered and which require more time or a more in-depth lesson.]

- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

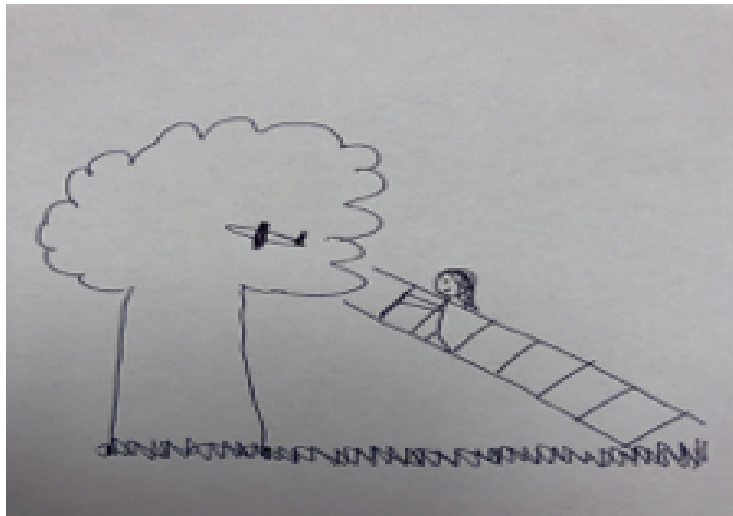
[This lesson was created with the thought of each specific need in the class. Although the activities all hold the same overall lesson to be learned, the way of going about that is different depending on the abilities and skills of each student. First of all, students are grouped into pairs with similar abilities so they are able to learn alongside one another. Also, students with fine motor skills still developing were offered accommodations whereas students who required more of a challenge were challenged.

Pre-Reading Assignment

- **Title:** *My Friend Rabbit*
- **Author:** Eric Rohmann
- **Grade Level:** Kindergarten
- **Summary:** The book *My Friend Rabbit* shows a creative, and somewhat silly, way that the character Rabbit went about solving the issue of his plane getting stuck in a tree. This book offers the insight on a friendship between a Mouse and a Rabbit even through problems.

Quickdraw

Prompt: [Show students the picture of the plane stuck in the tree]. Imagine that your toy plane got stuck in the tree. For the next two minutes I would like for you to draw how you would get your plane out of the tree.



After the two minutes is up prompt the students that their time is up and to finish up whatever they are drawing; It does not have to be perfect. Then ask volunteers to share what they drew. Then tell students to turn their papers over.

Prompt 2: [Show the students the cover] In real life would a rabbit and mouse be playing together with a plane? No! Since this story is not real, let's draw a not realistic way that we would get our plane down.



Remind the students to hold on to those drawings so they can find similarities and differences between their solutions, real and fake, and Rabbit's solution in the book.

During-Reading Activity

- **Title:** *My Friend Rabbit*
- **Author:** Eric Rohmann
- **Grade Level:** Kindergarten
- **Summary:** The book *My Friend Rabbit* shows a creative, and somewhat silly, way that the character Rabbit went about solving the issue of his plane getting stuck in a tree. This book offers the insight on a friendship between a Mouse and a Rabbit even through problems.

Questioner

How do you think Mouse felt when Rabbit got his plane stuck in the tree? (pg 3)

Does Mouse look like he thinks that Rabbit is going to have a good idea? (pg 4)

Do you think that Rabbit's plan to put other animals on top of each other is a good plan?
(pg 10)

How do you think the animals all feel now? Do you think that they are mad at Rabbit?
(pg 20)

Would you be mad at Rabbit? (pg 20)

Now how do you think that Rabbit is going to get the plane out from the tree? (pg 28)

Why do you think that Mouse was the only animal still happy with Rabbit?

Postreading Activity

- **Title:** *My Friend Rabbit*
- **Author:** Eric Rohmann
- **Grade Level:** Kindergarten
- **Summary:** The book *My Friend Rabbit* shows a creative, and somewhat silly, way that the character Rabbit went about solving the issue of his plane getting stuck in a tree. This book offers the insight on a friendship between a Mouse and a Rabbit even through problems.

Tableaux Vivants

With this activity, students will be given the characters from the story on popsicle sticks as well as a tree and airplane, all characters and objects shown throughout the story. They will then be asked to pick one page from the book that they think was important and recreate it using their sticks.

Example 1: Students will pick the scene from page 16 of the book, where all of the animals are stacked on top of each other. They would start by placing the elephant on the bottom, followed by the rhino on top of him, and so on. They would then be asked why they chose this specific part of the book and explain that they thought that it was important and why.

Example 2: Students will use just Mouse, Rabbit, the plane, and the tree for their page and be recreating page 3 from the book. In this scene, they would place the plane in the tree and have Mouse and Rabbit on the ground. They would then go on to describe that this was an important part of the book and is what brought all of the other animals into the story and how Rabbit wanted to get Mouse's plane back for him.

Comprehension Questions

1. **Main idea question:** Why is mouse a good friend to Rabbit?
 - o **Answer:** Even though Rabbit does not always make the best choices mouse is still his friend and knows that he means well
0. **Detail question:** What was the problem that Mouse and Rabbit had?
 - o **Answer:** Their toy plane got stuck in a tree
1. **Detail Question:** What was Rabbit's plan to fix the problem??
 - o **Answer:** To stack animals on top of each other to reach the plane.
2. **Vocabulary Question:** Mouse said not to worry about Rabbit because he means well. What does he mean when he says "worry"?
 - o **Answer:** Not to be afraid or scared.
3. **Sequence Question:** Who was the first animals that Rabbit brought to help get the plane? Who was the last?
 - o **Answer:** First: Elephant. Last: Alligator
4. **Inference Question:** What happened to all of the animals when they were stacked on top of each other?
 - o **Answer:** They fell over.
5. **Evaluation Question:** If you could only pick one animal to get that plane what animal would you choose and why?
 - o **Answer:** (can be multiple since open ended)
 - **Possible Answer:** Bird because it could fly to reach the plane and get it down
 - **Possible Answer:** Squirrel because it could climb the tree to bring the plane down

Lesson Plan #2

June 3, 2019

ELA-Literacy

Kindergarten

35 mins

Preliminary Planning

Topic/Central Focus: Friendship

Prior Student Knowledge: During carpet time prior to centers students were read the book *My Friend Rabbit* by Eric Rohmann. They were also read this book the previous day. Students have been working on using communication and social skills to interact effectively with others.

Illinois Learning Standards Addressed:

- **CCSS.ELA-LITERACY.R1.K.2** With prompting and support, retell familiar stories, including key details
- **CCSS.ELA-LITERACY.SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **2C.1a.** Identify ways to work and play well with others.

Academic Language:

- **Language Function:** Identify
- **Key Learning Task:** The students will identify character traits that make up a good friend.
- **Additional Language Demands:**
 - Vocabulary: Friend, help
 - Syntax: Students will be able to properly organize the characters of the book into the sequence in which they appeared.
- **Language Supports:** Students' main focus will be on character traits that make up a good friend. Each ten minute center will focus on different areas of the book and how they can identify how to be a good friend as well as show that they are able to follow along with the story through text and illustrations.

Objectives:

1. Given visual cues the students will be able to properly put into the order the sequence of animals from the book with 80% accuracy (CCSS.ELA-LITERACY.R1.K.2)
2. After discussing the meaning of the two words "friend" and "help" students will be able to draw a picture of what each word means with 90% accuracy. (CCSS.ELA-LITERACY.SL.K.5)
3. Given the choice between a right and wrong answer the student will be able to identify the right answer regarding how to be a good friend with 90% accuracy (2C.1a. Key Learning Task)

Learning Target: I can be a good friend.

Differentiated/ Planned Support:

Whole Class: Each activity will be done while in centers. The centers are strategically grouped due to the academic abilities of each student; Students are pair with those of similar success and weaknesses. Students will also be working at each center with a teacher and therefore will be provided with help as needed. The expectations of each activity will be explained and modeled to the students prior to beginning. Since Alex and

Abigail are able to copy, during Activity #2 they will be writing the words on a line below rather than tracing them.

Students with IEPs: Certain students are still unable to write and pinch a clothespin so those two activities will be modified for them. Since Connor and Penny are still unable to pinch a clothespin a white board marker will be provided for them during Activity #1 to mark the correct answer rather than put the clothespin there. Connor will also be given magnetic letters to match the words during Activity #2 rather than tracing the word and Penny will be given hand-over-hand support with a thick pencil to trace the word. During Activity #2 Penny and Connor will not draw a picture of the definition but rather pick a visual that they believe represents that word. For Activity #3 Penny and Connor will already have cut each character out during Physical Therapy since it takes them longer to cut. Penny and Connor will also be using a thicker glue stick since it is easier for them to hold.

Formative Assessment (Process):

FA 1. Observational – I will collect each students sequence of animals and observe if the placement is correct (**Obj. 1**)

FA 2. Choral Response – I will ask the students to explain their drawings to me in order for me to see that the students understand their drawing and the vocabulary word (**Obj. 2**)

FA 3. Observational – I will be seeing the correct and incorrect choices that each student makes. Incorrect choices or ones that took a seemingly long time to figure out will be discussed before moving on. (**Obj. 3**).

Summative Assessment (Product): No summative assessment will be given following this lesson.

Preparation: Get the book *My Friend Rabbit*, get scissors and glue sticks for each student, prepare characters to be cut out by students, prepare visual cues for students that need them, prepare vocabulary sheet, get clothes pins and prepare right vs. wrong choice sheets.

Technology Used: N/A

Instructional Plan

Engage, Connect, and Launch: (2 mins)

Engage: How do we think that Mouse was being a good friend to Rabbit? Now, how do we think Rabbit was being a good friend to Mouse?

Connect: Why do you think that it is important to be a good friend? (Accept various answers)

Launch: Awesome answers! Today during centers we are going to learn about many different ways that we can be a good friend and how others should treat us, too.

Sequence of Learning Activities:

Activity #1: Analyze and Discuss (Good vs. Bad Friend Activity) (2C.1a. Key Learning Task) (10 minutes)

During this activity students are given two choices to pick from: the right choice and the wrong choice. By giving students the opportunity to visually see the action given and the time to decide whether or not it is the choice a good friend would make they are able to work through their own method of problem solving. Throughout the activity the teacher will ask them why they made the decision they will, offering them the chance to share their ideas and put their thoughts into words.

1. Explain how we've been discussing what it means to be a good friend. Then explain that students are going to see choices being made – both good and bad and that they should use what we've learned to decide if that is the choice a good friend would make or not.
2. Since students will be in pairs, mostly observe their choices. However, after every 3-4 cards they complete (or after choosing the wrong choice) have them explain why they chose that answer. **(Obj. 3)**
3. If students complete all of the cards, then have them go through and explain the right choice to their partner, taking turns after each one.

Transition: 10 minute timer will go off. Teacher will ring the bell and students know that it is time to clean up and move to the next center. If a student did not finish remind them that it is ok and they will have time before lunch to finish.

Activity #2: Recognize the Proper Sequence of Events (Cut and Paste Activity)

(CCSS.ELA-LITERACY.R1.K.2) (10 mins)

Being able to recognize the order in which events occurred is an important learning strategy for new learners. It teaches them the importance of listening to the story as well as paying attention to pictures in the book and minor details. This activity will be slightly challenging for the students but will help them learn strategies for following along.

1. Start by explaining the activity. Mention all of the different characters and then have the students cut them out. (Connor's and Penny's should already be cut out for them).
2. After they are finished cutting, ask them if they remember which animal came first in the story.
 - a. If they are able to identify the correct character, move on with this approach.
 - b. If not, read through the story again and stop after every 3 animals introduced and begin from that sequence. **(Obj. 1)**
3. Remind students that each animal is *on top* of each other and their pictures should show that as well.
4. When they are finished, ask them which animal was first, which was last, etc. **(Obj. 1)**
5. If there is still time, give students crayons and tell them to draw the background (grass, plane stuck in tree). **(Obj. 1)**

Transition: 10 minute timer will go off. Teacher will ring the bell and students know that it is time to clean up and move to the next center. If a student did not finish remind them that it is ok and they will have time before lunch to finish.

Activity #3 Vocabulary (Trace/Write and Draw Activity)

(CCSS.ELA-LITERACY.SL.K.5) (10 mins)

Learning new words is very important, especially at the kindergarten age level. Just learning and memorizing the definition, however, is not enough to show understanding of the meaning. When students are able to learn a word and then draw a picture describing said word, they are then able to show mastery.

1. Review the words "friend" and "help" with the students. Ask them to also describe how they were used in the book.
 - a. Provide pictures from the book as clues if students seem stuck.

2. After you review the words read each out loud (pointing to the word you are reading) and ask the students to repeat after you. Only go over one word at a time.
3. Ask them what the word “friend” means and have them write it or trace it.
 - a. Write what Abi and Alex say in the blank line. They will then copy those words on the line below
 - b. Give Penny two options and then write the answer she chose in a high lighter and offer her hand-over-hand support
 - c. Give Connor 2 choices of definitions. They are on stickers so have him remove the back of the answer he deems correct (with your support) and place it on the line.
 - d. All other students- Write the answer they give you on the line in tracing format (dashed lines) and have them trace.
4. Prompt them to then draw a picture of what that word means in the box below. Provide them with crayons. **(Obj. 2)**
 - a. Give Penny and Connor the choice between three different pictures and have them choose. They will have to glue these on.

Closure: Ask students again to explain how to be a good friend (Accept various answers). Then ask them if they can tell you a student in the class that has been a good friend and why (Accept various answers). Now, tell them that you know they *all* can be amazing friends and you are excited to see that.

Assignment: None

Rationale

The Illinois Learning Standard chosen for my key learning target was Social Emotional Standard 2C.1a “Identify ways to work and play well with others.” I believe that this is an important skill to learn because children are still learning how to play and interact with others, especially in times of differences. I believe that as a teacher it is my goal to help build strong social skills and teach them how to be kind to one another.

This specific artifact closely connects to Standard 6 of the Illinois Professional Teaching Standards which places an importance on the “foundational knowledge of reading, writing, and oral communication”. My Picture Book Unit aligns with this standard through my use of using my student’s experiences to then further that growth. Standard 6B states that the competent teacher “Understand the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation”. All children can connect with the meaning of friendship and this lesson expands on that knowledge and uses it to hopefully build more social skills pertaining to being a good friend. I also to create a lesson that opens up a rather open discussion about friendship. This design aligns with Standard 6R, which states that the competent teacher “Stimulates discussion in the content areas for varied instructional and conversational purposes”. This theme and message of this lesson is one that has many different “right” answers and therefore opens the lesson up for discussion rather than strictly informative.