Name: Nicoleta Kourouniotis

Lesson Plan Title: “The Keeping Quilt” By: Patricia Polacco

Describe audience, context, and constraint:

This lesson will be taught in a rural area school. The lesson will be for third graders co-taught classroom. There is a mixture of on-level and below level students. Three documented IEP’s and one student going through the process of being identified. The lesson will be on “The Keeping Quilt” written by Patricia Polacco. It will begin by reading a read aloud called “What Turkeys Eat for Thanksgiving” the students are to look for examples of the Author’s viewpoint. I will then go into introducing vocabulary words with the use of the SMART notebook and then finish the unit by reading the story “The Keeping Quilt”. The comprehension skill that the student will look for is Author’s viewpoint. There are no constraints on this lesson.

Objectives/ Indicators:

Academic Content Standards

Language Arts

Acquisition of Vocabulary

1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.

Reading Applications: Literary Text

2. Use concrete details from the text to describe characters and setting.

3. Retell the plot sequence.

Social Studies

People in Societies

1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including;
   a. Artistic expression;
   b. Religion;
   c. Language;
   d. Food.

NETS-T

NETS-T Standard 3
Communicate relevant information and ideas effectively to students using a variety of digital-age media and formats.

**Prior Knowledge/Prerequisites:**

Prior to reading the story “The Keeping Quilt” the students have several vocabulary words that they must know prior to reading. The book gives a list of words that the students must know prior to reading but there are also several others that the student may not know that I will discuss prior to reading.

**Pedagogical Decisions:**

The students were to complete an author study on Patricia Polacco but the books turned out to be too difficult for the students to follow along and understand. I have a group of students whom are on level, very low or on IEP’s. After speaking with the classroom teacher we decided to just focus on one story.

**Assessment:**

**Pre-Assessment:**

To introduce the unit I will begin by reading a read aloud “What Turkey’s Eat for Thanksgiving”. I will be able to pre-assess the students on being able to find the clues in the text that can help determine the author’s viewpoint.

The second pre-assessment will be to introduce the vocabulary words. I will introduce the vocabulary words orally and discuss with the class the meaning of each word. By orally discussion the words I will be able to determine whether the students understand the meaning of the words prior to reading the story.

**Formative and Summative Assessments:**

After listening to the story on cd, and reading and discussing the story “The Keeping Quilt” the students will complete practice book page 62 on Author’s Viewpoint and turn it in for a grade.

After I have introduced the vocabulary words (with the use of SMART notebook), the students have read pgs. 130 and 131 “Quilts” and we reviewed the vocabulary words using an interactive generated word match on the SMART notebook the students will complete practice book page 61 and turn it in for a grade.

**Models of Instruction/Instructional Strategies:**

I will introduce the unit by reading “What Turkeys Eat for Thanksgiving” and then reviewing the vocabulary with the students using direct teaching. Direct teaching will allow for teacher-student
interactions and the students will be able to orally answer the teacher’s questions. The student’s will then complete a vocabulary worksheet, listen to the unit story “The Keeping Quilt” on cd independently. Lastly, we will come back together as a group and discuss the story “The Keeping Quilt” and go over the discussion questions at the end of the story using direct teaching to orally assess the student’s knowledge on comprehension.

Procedures/Activities:

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<thead>
<tr>
<th>Activities</th>
<th>Time Allocation</th>
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<tbody>
<tr>
<td>1. Discuss to the students that I will be reading a read aloud “What Turkey’s Eat for Thanksgiving” and while I am reading they are to listen for author’s view points. Read “What Turkey’s Eat for Thanksgiving”</td>
<td>5 minutes</td>
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<td>2. Read “What Turkey’s Eat for Thanksgiving” and while reading ask the comprehension questions that go with the selection.</td>
<td>10 minutes</td>
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<td>3. Review the reading selection with the students and discuss what the author’s viewpoint is.</td>
<td>5 minutes</td>
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<td>4. Introduce the unit vocabulary using the Smart notebook with the vocabulary word, image of the vocabulary word, and the definition. <em>(There are 3 documented IEP’s in the classroom and a majority of the students are low. Having a visual of the vocabulary helps the students visualize the vocabulary word)</em></td>
<td>10 minutes</td>
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<tr>
<td>5. Review the vocabulary words. Using the generated Smartboard notebook the students will be called up the Smartboard to match the vocabulary word to its definition.</td>
<td>10 minutes</td>
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<td>6. After reviewing the vocabulary words with the student’s we will then complete the vocabulary worksheet for a grade.</td>
<td>10 minutes</td>
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<td>7. We will then discuss some other words from the story that the students may not know. I will use the Smartboard notebook and display the word, visual image of the word, and the definition of the word. <em>(There are 3 documented IEP’s in the classroom and a majority of the students are low. Having a visual of the word helps the students visualize the word)</em></td>
<td>10 minutes</td>
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<tr>
<td>8. The students will then listen to “The Keeping Quilt” on CD and follow along in their books. While listening to the story they are to listen for author’s viewpoints.</td>
<td>12 minutes</td>
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<td>9. After reading “The Keeping Quilt” I will then ask the comprehension questions at the end of the story. I will orally assess the student’s comprehension skills.</td>
<td>10 minutes</td>
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Technological Decisions:

*Smartboard*- The Smartboard is being integrated into the lesson to help provide a visual of the vocabulary words. I have 3 documented student’s on IEP’s and several of my student’s are
academically low. The visual of the vocabulary word helps the student to visually see what the vocabulary word is.

_Smartboard Genterated Matching_- The interactive vocabulary matching will help keep students interest. It provides for quick review before having the students complete the worksheet.

_Smartboard_- The Smartboard is being integrated into the lesson to help provide a visual of the words that the students may not know from the story. I have 3 documented student’s on IEP’s and several of my student’s are academically low. The visual of the words helps the students to visually see what the word is.

_Audio_- The students will listen to the Audio “The Keeping Quilt” and listen for the author’s viewpoint and will discuss the comprehension questions at the end of the story. The audio will be used to listen to the first time and then the students will eventually read the story as a class for fluency.

**Resources:**

- Teacher manual
- Students Reading Books
- Pencil
- Vocabulary Worksheet

**Technology Resources:**

- Smartboard
- Smart notebook
- Computer
- Cd “The Keeping Quilt”
- Speakers
Reflection

What went as expected and why?

The lesson went expected. When introducing the vocabulary words the students liked having the visual to help them understand the meaning of the vocabulary word. The classroom teacher Mrs. Shimek really liked having the visual for the students. She printed the words and handed the students copies of them so they had them to study from. She wants to continue with creating the vocabulary words this way. There were a lot of words in the story that students didn’t know. I also provided visuals for those words. When we reviewed the words the following day the students were able to find the words in the story without any more problem. The computer and cd worked for the *The Keeping Quilt* worked as planned. The students were very involved in the lesson. The Smartboard help the keep their attention. When I reviewed the vocabulary words with the generated match activity all the students were wanting to volunteer.

What was unexpected and why?

There was concern that the cd for The Keeping Quilt might not work. Mrs. Shimek said it was hit and miss on whether the cd will work. Overall there wasn’t anything that wasn’t unexpected.

Plans to change/improve the technology integration activity.

One way that I would like to change the technology integration activity is by using i-pads and letting the students review the vocabulary words like flash cards on the i-pad. This could be a center activity. Also, the students could use the cd *The Keeping Quilt* as a center. This way they could listen to the story more than once.