Nathaniel McMullen

EDU 571

Professor Rakovic

7/26/18

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| **Title and Author:**  Fancy Nancy and the Boy from Paris  Jane O’Connor | |
| **Grade:**  1st | |
| **Reading Level:**  J/K-2 | **Lexile Level:**  420 |
| **Key Understanding**:  The student will be able to identify key factors that make places unique to their own communities. | |
| **Suggested number of days: 3**  **Common Core ELA Standards:**  **CCSS.ELA-LITERACY.RI.1.1**  Ask and answer questions about key details in a text.  **[CCSS.ELA-LITERACY.RI.1.4](http://www.corestandards.org/ELA-Literacy/RI/1/4/)**  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **CCSS.ELA-LITERACY.RI.1.7**  Use the illustrations and details in a text to describe its key ideas. | |
| **IEP Goals lesson addresses**   1. By the end of the school year, the student will use context clues and pictures within the text to help determine the meaning of unfamiliar words, with 80% accuracy in four out of five opportunities. 2. By the end of the school year, the student will be able to identify key ideas from a story with 80% accuracy in four out of five opportunities. | |

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| **Student** | **Vocabulary** | **Story Grammar/Comprehension** | **Written Language** |
| Vaya | SS72 on PPVT | Can name characters listening comprehension | SS 70 below grade level |
| Mike | SS75 on PPVT | Can name setting listening comprehension | SS 75 below grade level |

**Materials:**

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| **Book**  **Cultural Pictures**  **Chart Paper**  **Markers**  **Vocabulary Pictures**  **Chromebook**  **Text Translation**  **Lined Paper**  **Pencils** |

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| **Before Reading** |
| **Cultural Supports, Building Background:**   * Pictures of various different cultural places around the world * Pictures of different cultural places around the country * Asking students to bring in something that represents their family * Have students find a flag they like and paint it |
| **Connecting Activity: (Questions, Conversation about topic):**  In order to get students prepared to start this lesson. I would have various pictures of cultural places around the room. Next to the picture would be a piece of chart paper. Students would be given a marker and asked to answer simple questions that are listed near the pictures. I would first model the activity on one of the chart papers myself. For example: In this picture of a South American place, I see lots of open spaces and dirt. This makes me think of a place to play soccer - I would then write soccer on the chart paper. I would then say something like I see lots of people with dark hair - I would then write dark hair. Finally, I would say something along the lines of some of the houses I see do not have windows or nice roofs - I would then write not a lot of money.  I would circulate the room and do this activity completely teacher guided if it was our first time. If this is something we have practice with, I would allow the children to circulate the room and do it themselves with teacher support. Some of the pictures provided would be from places like: China, India, France, Germany, Africa, South America, and the United States. Next to some of these pictures I would have various questions. These questions would include:   * What do you see in the picture? * Does this look like where you live? * Is this place similar to where you live? * What is different about this place from where you live? * What does this pictures make you think about? |
| **Genre Set-Up, Bridging Conversation, Think-Aloud, Setting Purpose**  **(What strategy are you highlighting in your lesson)**  In this lesson I would mainly use two strategies. These strategies would be **making a connection** and **questioning**. After the initial activity students would be brought together and we would discuss the things that were written down on the chart paper near the pictures. During this time I would make it a point to help students make a connection to what they had wrote. This would be done mostly by focusing on the question about how is this place different from where you live and how is it similar. These types of questions would allow students to draw some type of connection to place that they have likely never been to. Even if the connection that they made was how different it is from where they live, they would still have some kind of connection to the place.  At this time, I would make it a point to try to help students identify a similarity as well. This is important because in the book that was being discussed in class, the two main characters find things they have in common even though they are from different places. I also think it is important to use images here in the bridging conversation because students would not then have to rely heavily on knowledge of vocabulary or using their imagination, they would have something tangible in front of them. This type of support could aid students with language barriers as well as students who are ELLs.  Moreover, the use of pictures and the words that they wrote would allow me to help students **identify important information** the students. Through the words that were written down, I would try to help students identify what is important - what makes one place different from another. One of the ways that I would do this would be to help students see the things they wrote and how they contrast with one another. For example: This place looks hot. And, this place looks cold. If students wrote things like this, I would be able to show them how not all places are the same. Weather would be a great way to start this because weather is something students experience on a daily basis and they all have familiarity with. This type of common ground would allow students to feel comfortable to then potentially take risks in the conversation ahead. |

**Vocabulary**

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| **Word** | **Contextualize Word**  ***In the story…..*** | **Definition**  **( kid friendly)** | **Example beyond story** | **Bridge to story**  *Picture* |
| Gorgeous | Paris is a city in France. It is Gorgeous. | Pretty | Cinderella is gorgeous. | Image result for princess |
| Perplexed | Wait a minute! I am very perplexed. | Not understanding | I was perplexed | Image result for confused |
| Tardy | But on Monday I am tardy. | Late | I was tardy to school. | Image result for late |
| Terrified | We pretend to be terrified. | Very scared | I was terrified of the monster. | Image result for scared |
| Pretend | We pretend bears are outside | Make believe | I pretend to be a superhero. | Image result for pretend |

**Comprehension Strategy**

**Before Reading :** *What is the strategy that you are using to help the child understand the text? These are some examples.*

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| **Make a connection** | Make inferences | Prediction |
| Self Monitor | Prior Knowledge | Questioning |
| **Identify Important Information** | Visualize | Synthesis |

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| Comprehension Strategy | Language ( What you say to support, teach the comprehension strategy) |
| Making a connection | When we look at these pictures we see all sorts of things. Many of these things we have in our own communities, but some of them we do not. Can anyone tell me somethings that they see in the pictures that we also see in our communities? How about some things that you do not see in your community? In these pictures we see some kinds of food and people. In our communities we also have people and we surely also have food. What do you see about the people that makes you think they might be like you? What makes you think that they might be different? So after looking at all these pictures from all around the world it seems like we have things in common with people from all over. Somethings we have in common are we eat the same food, we have the same weather, we look the same. Some of the things that you all told me were different were things like the houses look different in some places, they did not have real roads, some of the clothes looked different. Great job everyone, You did an excellent job seeing how people from all over the world are both similar and different from one another. |
| Identifying Important Information | While talking with the children I would try to first model for them what I think is important when I look at the pictures. I would first try to focus on the things that have the most stark contrast. For example. When I first write on the chart paper, I would say to the children, “When I look at this picture, it looks very cold in this place.” I would then write down cold. This is an important piece of information for them to identify when looking at these pictures because it is easily relatable information that they can use in every picture that they look at. Moreover, our conversations would go: I see here on this paper we talked about the food. What did we write down about the food about this place? Does this food look like food that you eat at home? Based on answers I would explain to the students how it is important to consider the food people eat because it is one way to see how people are the same or different. Another key area that I would focus on and help them identify as important information would be the buildings. I would ask students what they noticed about the houses and buildings in the pictures? I would tell them that it is important to look at the places that people live in because they can be very different all over the world. In some places people do not have large homes or apartments to live in. Some people even in our country may live in very different places from you too. I would explain to the children how these three things (weather, food, buildings) are important for them to identify because they can help us quickly understand how a place is similar of different from where we live. |

**During Reading :** *What is the strategy that you are using to help the child understand the text? These are some examples*

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| Make a connection | **Make inferences** | **Prediction** |
| Self Monitor | Prior Knowledge | Questioning |
| Identify Important Information | Visualize | Synthesis |

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| **Page #** | **Comprehension or Vocabulary** | **Language you will use to teach, focus or probe for understanding** |
| 9 | Comprehension | Here it says, He has a book on cowboys. He probably wants to learn all about this country.” What are cowboys, does anyone know? Why does a book about cowboys make Nancy think he wants to learn all about this country? Do you think Nancy wants to help Robert learn more about this country? |

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| 15 | Comprehension | Do Robert and Nancy’s lunches look the same? How does Robert look like he is feeling in the picture when Nancy shares her donut holes? Why do you think he feels this way? What do you think would have made Robert happy to get from Nancy for lunch? Why? |
| 20 | Comprehension | Looking at the picture of what Robert brought in for show and share, what do we think he is really interested in besides his horse? Is there anything that he has done before this that could give you a hint? Do Robert’s clothes tell you anything about what he is most interested in? Do you think Robert will ever try to ride a horse again? What makes you think this? Where could he go to ride a horse? |
| 23 | Vocabulary  (Terrified) | If you were to run into a big bear in the forest how would you feel? How about if you saw some of the bears in the picture, how would you feel then? Robert and Nancy pretend to be terrified. What does it mean to pretend? So if we see those little bears who look fun to play with why do they need to pretend to be terrified? What in the picture can help you tell how Nancy and Robert are pretending to feel? What do their faces look like? What are they doing with their bodies? What do we think terrified means? How can you tell? |

**After Reading**

**Comprehension Questions**

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| **Bloom Taxonomy**  **Question Type** | **Question:** *Have a mix of questions* |
| **Knowledge** | How many words did Nancy learn in French?  What happened after Nancy was perplexed?  What is the meaning of terrified?  Is it true that Robert is from France?  Who was it that introduced Robert to the class? |
| **Comprehension** | Who do you think Robert wants to be like?  Who was Roberts key friend?  What is the difference between pretending to be terrified and really being terrified?  What is an example of a time when you felt like how Robert looks on page 15?  In your words can you describe someone who is gorgeous and tell me why? |
| **Application** | Could you illustrate to you what it looks like to be terrified?  If you were to meet Robert, what kind of questions would you ask him about his home?  Robert is from Paris, Texas. Can you think of two different places with the same name? |
| **Analysis** | How was Nancy meeting Robert similar to a time when you have made a new friend?  Why do you think Nancy wanted to be friends with Robert so much?  What was the turning point in the story when we found out something surprising?  If Nancy did not sit with Robert at lunch, what could have happened instead? |
| **Synthesis** | What are some words you would plan to learn to say in French, or another language?  What would happen if Robert said he was from Texas in the beginning?  How many ways can you tell that Nancy tried to become friends with Robert?  How would you try to create a friendship with Robert? What would you do? |
| **Evaluation** | How could Nancy have done a better job getting to know Robert?  Do you believe Robert should've said he was not from France in the beginning, why/why not?  Do you think Robert not telling everyone he was from France was a good or bad thing, why?  What do you think about when you hear people speak other languages? |

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| **Culminating Writing Task** |

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| Teacher directions and activities to prepare students for writing  I would like to everyone to take a walk around the room again and look at the pictures of people from places all over the world. Remember what we wrote down. Look at what made them different and similar. Now we are going to write a letter to someone who has never been to our country before. Imagine that they don’t know anything about where you live. In your letter we want to tell them as much about our community as we can. |
| Prompt:  Write a letter to someone from another country and describe your community. Your letter should be at least 7 sentences. Some things that you should include are:   * What do the houses look like? * What is the weather like? * What is the food like? * What are the people like? * What are peoples’ clothes like?   Adapted Assignment:  Make a video of your home include the important elements:   * The people * THe important places * The food * Pets * Friends |

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| **Differentiation Options (modify by content, process, and/or final product)** | |
| English Language Learners (ELL) | * Provide students with a side by side translation of the text * Give them key vocabulary words in advance * Students may write this activity initially in their native language * Provide students with sentence starters * Provide students with pictures of the local area * Allow student to use Chromebooks and Google R&W for support * Reduction of workload (5 sentences) to answer only provided questions * Give students written copies of questions in advance |
| Language learner disabilities | * Rely on pictures of manipulatives to convey meaning of words * Slow speech and fully enunciate key words. * Give students written copies of questions in advance * Prepare students before calling on them * Frequent formative assessment for understanding * Be sure to face the class when speaking * Give simple directions in multiple forms |

**Any visuals or other supporting documents that you feel support this lesson.**